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ABSTRACT

The annotated bibliography lists 171 children's books designed to raise the awareness of handicapping conditions and to present to handicapped children and young adults situations and characters for positive identification. Annotations are arranged by the following handicapping conditions: deafness and hearing impairment, blindness and visual impairment, orthopedic handicaps, mental retardation and brain damage, learning disabilities, speech problems, and emotional dysfunction. Appendixes list titles available in paperback, publishers' addresses, and resource reading. (CL)

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Books About Handicaps *For Children and Young Adults*

The Meeting Street School Annotated Bibliography
compiled and annotated by Patricia Bisshopp

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Introduction

The books annotated in this bibliography span a broad spectrum of genres and styles of writing for children and young people. Some titles are nonfiction. Their intent to inform is straightforward and instructional. Others are imaginative works of fiction which depict handicapped individuals with varying degrees of realism and positive feeling. Between these two types of books fall the instructional efforts which are thinly fictionalized to make their message more palatable, and purposive fiction whose informational intent outweighs its imaginative content. The material presented by these differing approaches is valuable for two purposes: First, it can be an important means of raising the reader's awareness about the true nature of handicapping conditions, and improving attitudes toward handicapped persons of all ages. The acquisition of accurate information about disabilities may also help to allay fears about personal safety which many children experience on some level. Second, these books may be used to present to handicapped children and young adults situations and characters with whom they can identify and respond to in positive terms.

The annotations are arranged by handicapping condition. In the chapter on deafness there is a striking difference between the portrayal of persons who lose their hearing after the development of language and those who are profoundly deaf from birth. This is one important aspect of deafness which those selecting this material should bear in mind; another point to notice is the differences in theories about the education of the deaf. Some deaf children are trained using total communication, which includes both speech training and manual communication; others are trained in oral communication alone, without the use of signing or finger spelling.

Wearing glasses is included in the section on blindness and visual impairment. This is a useful place to start in explaining visual handicaps to children: Wearing glasses is so common that children without other problems may experience it as coping with a mild handicap and begin to grasp the feelings and social problems that may be present in managing a more severe disability. Vision loss is also less difficult to convey to younger children than other handicaps. Books about Helen Keller and Laura Bridgman, who were in fact multiply-handicapped, are included in this section.

The label "orthopedic handicaps" is used here to group together books dealing with a variety of disabilities. These include neurological impairment

which has orthopedic involvement, spinal cord injury, and ill-defined "crippling" conditions which appear in older works of fiction.

Mental retardation may result from a number of different causes and be present in widely differing degrees. Some mental retardation is relatively well-defined and documented; for example, the retardation resulting from Down's Syndrome. Other conditions of intellectual impairment are not so well understood either in cause or sequelae. The emphasis in material about mental retardation should be on the assessment of individual ability, not on labeling. This material should make clear that mentally retarded means "slow to learn," and that learning is possible, in some style to some degree, and that retarded children have emotional and social needs which must be met.

Learning disability is a term which occurs with increasing frequency. It is generally accepted that learning disability is defined as problems in learning which involve perceptual processes. The capacity to learn is not limited, while actual learning is impaired by this disability. The problems involved are not easy to present accurately.

Speech problems in fiction are often related to other difficulties, both physical and emotional. Care should be exercised in the depiction of a character with speech defects; often this disability is used as a literary device to set a character apart and give him an artificial significance. The mute character in stereotypic fiction is isolated by his inability to communicate and is in general a negatively portrayed and unrealistic figure.

Emotional dysfunction is another area in which causes are often highly speculative and labels should be used with caution. As with mental retardation, extremes and stereotypes are easiest to depict. Books in which an emotionally disturbed person is shown to develop and improve are both commendable and more difficult to find.

Three books which deal with a variety of handicaps make up the final section of annotations. Two of these are compilations of short pieces about various disabilities organized around inspirational themes: positive response to challenge, and examples of people who have triumphed over handicaps. The third book is an overview of handicaps: what they are, who has them, what progress has been made in the areas of treatment and prevention.

The evaluation of books in this bibliography is based on two criteria: the positive, realistic portrayal of handicapped persons, and the quality of the work as literature. The depiction of disabled characters should emphasize positive attributes without being overly optimistic or minimizing the problems facing handicapped persons. If a book is to be effective it must meet literary standards; good information can be irretrievably damaged or obscured by an inadequate presentation. Books which are both accurate and well-written are designated "Recommended"; those which fail in either or both areas are "Not Recommended." Many titles included have no recommendation appended to the annotation: these have both good and bad features and must be read with caution. Many of these are usable and should not be altogether ignored, but they cannot be unreservedly recommended.

Following the annotations is a list of briefly noted books. This includes titles which were unavailable to us for examination, or have been extensively reviewed elsewhere. Bibliographic information is provided for those who may wish to pursue these titles.

An effort has been made to include in both the annotated sections and the list of briefly noted titles only books which are currently in print. The suggested grade levels refer to interest level rather than reading ability, and are for the most part drawn from the most recent editions of *Books in Print*, *Children's Books in Print*, and *Subject Guide to Children's Books in Print*.

BAKER, MARGARET J.	1	*The Sand Bird*
CHARLIP, REMY	2	*Handtalk: An ABC of Finger Spelling & Sign Language*
COLE, SHEILA	3	*Meaning Well*
CORCORAN, BARBARA	4	*A Dance to Still Music*
GAGE, WILSON	5	*Down in the Boondocks*
GLAZZARD, MARGARET H.	6	*Meet Camille & Danille, They Are Special Persons*
GOLDFEDER, CHERYL, & GOLDFEDER, JAMES	7	*The Girl Who Wouldn't Talk*
JOHNSTON, CATHERINE EDDY	8	*I Hear the Day*
KERR, M. E.	9	*Is That You, Miss Blue?*
LEVINE, EDNA S.	10	*Lisa and Her Soundless World*
LITCHFIELD, ADA B.	11	*A Button in Her Ear*
MACINTYRE, ELIZABETH	12	*The Purple Mouse*
PETER, DIANA	13	*Claire and Emma*
PETERSON, JEANNE WHITEHOUSE	14	*I Have a Sister, My Sister Is Deaf*
ROBINSON, VERONICA	15	*David In Silence*
RONNEI, ELEANOR C., & PORTER, JOAN	16	*Tim and His Hearing Aid*
SPENCE, ELEANOR	17	*The Nothing Place*
WOJCIECHOWSKA, MAIA	18	*A Single Light*
WOLF, BERNARD	19	*Anna's Silent World*

BAKER, MARGARET

1 *The Sand Bird*

Nashville; Nelson, 1973
158 p. 21 cm.

FICTION/Grades 3-6

This is a whimsical, very English story about the three Minton children — Liza, Hugh, and Nobs — who live in a seaside town. One day they buy a glass ornament at a jumble sale — the sand bird, a blown glass swan filled with different colored sand from the beaches of the Isle of Wight. They soon learn that this is no ordinary knicknack. His name, he tells them, is Osborne. He is named after Osborne House, Queen Victoria's summer residence on the Isle of Wight; he considers himself royal, because all swans in England belong to the Queen and he is sure that this applies to glass swans as well. Osborne has the power to grant three wishes; each child makes one in turn, and all must deal with the consequences. This amusing fantasy is saved from saccharine whimsy by the personality of Osborne, who has a dry practical way of looking at things, and by the engaging characters of the Minton children. The youngest is nicknamed Nobs because of the hearing aid he wears. His deafness is treated matter-of-factly by his brother and sister and is depicted accurately and as an accepted part of their lives.

CHARLIP, REMY
MILLER, MARY BETH

2 *Handtalk: An ABC of Finger Spelling & Sign Language*

New York: Parents' Magazine Press, 1974
Unpaged. 26 cm.
Photographs by George Ancona

NONFICTION/Grades K-3

This beautiful book introduces signing and finger spelling through the medium of color and black-and-white photographs of actors from the National

Theater of the Deaf. Signs and letters are arranged in an ABC format. Smaller inset photographs on each page spell out words beginning with the letter at the top of the page, while the larger color photograph shows the sign for the whole word. At the outset, the finger signs for the spelled-out words are accompanied by the letters; later in the alphabet these are dropped and the word must be read from the finger spelling alone. This is a delightful, exuberant book which should be of universal appeal.

Recommended

COLE, SHEILA R.

3 *Meaning Well*

New York: Watts, 1974
63 p. 21 cm.
Illustrated by Paul Raynor

FICTION/Grades 4-7

The sixth grade girls have made an outcast of Peggy, who is rumoured to be deaf and has a father who is said to drink. Peggy's family life is certainly different from their own conventional households; her father is an actor and singer in western films, and there is no mother in residence. Peggy is made the butt of cruel jokes, teasing, unsigned notes, and other forms of beastliness of which girls this age are capable when they make up their minds to persecute one of their number. Only Lisa appears to feel pangs about what is happening to Peggy, and for a brief time, resists peer pressure and makes overtures of friendship. When her group sees Lisa sharing things with Peggy, they force her to choose between them and the outcast; Lisa is not strong enough to continue the course which she knows to be right. A final piece of nastiness from the ringleader, Susan, in which Lisa is reluctantly involved, leads Peggy's father to remove her from the school. The story ends with Lisa feeling appropriately guilty and miserable over her part in the persecution, and it is to be hoped, with a valuable lesson. Peggy's supposed deafness is mentioned but not developed. Apparently it is used to signal her outcast status; she shows no evidence of any hearing loss that cannot be ascribed to her shyness and her sense of being disliked.

Not recommended

CORCORAN, BARBARA

4 *A Dance to Still Music*

New York: Atheneum, 1974
180 p. 22 cm.
Illustrated by Charles Robinson

FICTION/Young Adult

Margaret has been left with a severe hearing loss after an illness. Her feckless mother has moved them both from Maine to Key West, where Margaret leads a dreamy, socially isolated life while her mother works as a waitress. Margaret is not dealing with her new deafness in any constructive way; when her mother, who feels burdened by her, talks about a special school for the deaf, Margaret runs away. In her flight she finds an injured Key deer, which leads her to Josie, an unusual, self-sufficient woman who lives alone on a houseboat. Margaret's association with Josie brings her to the beginning of acceptance and plans for the future. The novel's plot and its over-optimistic resolution contain a number of improbabilities, and the information about deafness is not applicable for persons deaf from birth. The writing is well-paced with interesting incidents and appealing characters; the evocation of the atmosphere of the Florida Keys is especially compelling. It is unfortunate that the informational content of this novel is not equal to its literary merit.

GAGE, WILSON

5 *Down in the Boondocks*

New York: Greenwillow Books, 1977
32 p. 23 cm.
Illustrated by Glenn Rounds

FICTION/Grades K-3

An old farmer, deaf in one ear, lives "down in the boondocks"; his wife and all the farm animals have to be especially loud for him to hear them. A thief who comes to steal eggs is frightened away by the uproar. This simple story is told in repetitive, strongly accented rhymes which should appeal to the young story book audience and the beginning reader. The farmer is the deaf counterpart of Mr. Magoo: a deluded, comic caricature which does a disservice to both older persons and the hearing impaired.

Not recommended

GLAZZARD, MARGARET H.

6 *Meet Camille and Danille, They Are Special Persons*

Lawrence, Kans.: H & H Enterprises, 1978
53 p. 24 cm.
Photographs by Hank Young

NONFICTION/Grades K-3

Camille and Danille are identical twins who are deaf. They are in a class with hearing children; the book gives good descriptions of the adaptations that the teacher and other children make and the

difficulties of speech training and lip-reading. The limitations of hearing aids are explained. There is a facing full-page photograph for each page of large clear type, and a vocabulary list is appended. There is no mention of signing or finger spelling. This is one of a series by the author to explain handicaps to nonhandicapped children.

GOLDFEDER, CHERYL & JIM

7 *The Girl Who Wouldn't Talk*

Silver Spring, Md.: National Association for the Deaf, 1973
Unpaged. 23 cm.
Illustrated by Cheryl Goldfeder

FICTION/Grades 2-5

Robin, "The girl who wouldn't talk," was born deaf. This little book begins with Robin in her hospital nursery and traces her development, her parents' growing awareness of a problem, diagnosis, the difficulties of a deaf child in a hearing world, and ends with Robin entering a school for the deaf where children "whose fingers flew . . . talked with their hands." The text is in quatrains which are often strained and distorted; the black-and-white line drawings are uninteresting. The difficulties of learning signing and finger spelling are unrealistically minimized. The informational value of this sincere effort is seriously reduced by its unappealing presentation.

Not recommended

JOHNSTON, CATHERINE EDDY

8 *I Hear the Day*

South Waterford, Me.: Merriam-Eddy, 1977
46 p. 22 x 28 cm.
Illustrated by Joe Mark

WORKBOOK/Grades K-3

This is a workbook for use with young children; it introduces the reader to Wes, a little boy who wears a hearing aid, and follows him through his day. The language is very simple and repetitive, and attempts to involve the young reader by providing blank pages and suggestions for their use; the format suggests that of a coloring book. There are suggestions for parents and teachers at the end, and a word list is appended. The book and the suggested activities are suitable for classroom use as an introduction to hearing loss for the very young.

KERR, M. E.

9 *Is That You, Miss Blue?*

New York: Harper & Row, 1975
175 p. 22 cm.

FICTION/Young Adult

M. E. Kerr has, with her customary verve and wit, written a very entertaining story set in an Anglophilic girl's boarding school in Virginia. The central character, Flanders Brown, is being sent there because of the break-up of her unconventional parents; on the train she meets another girl, Carolyn Cardmaker, who is also an atypical student for this very conventional school and who puts Flanders in the picture about the school's social structure. Another atypical student is a deaf girl named Agnes Thatcher. She has a severe hearing loss and difficult-to-understand speech, but she compensates for this, in the manner of fictional stereotypes, by being wealthy and unbelievably beautiful; she has no trouble whatever in adjusting to a new boarding school or in achieving social acceptance by the most desirable crowd. It is unfortunate that this very readable story does not include a more realistically drawn handicapped character.

LEVINE, EDNA S.

10 *Lisa and Her Soundless World*

New York: Human Sciences, 1974
Unpaged. 24 cm.
Illustrated by Gloria Kamen

FICTION/Grades 2-5

Lisa is eight years old; she was born deaf. This picture story book explains to young children what it is like for Lisa to be a deaf child in a hearing world. The information is comprehensive and well presented. All the modes of communication available to Lisa are explained accurately, in age-appropriate language: signing and finger-spelling, lip-reading and speech training, the importance of gesture and mime for the child for whom speech is not a natural means of communication. There are also good descriptions of how the ear functions and the uses and limitations of hearing aids. Lisa's story is positive and warm in tone without minimizing the difficulties confronting a hearing-impaired child. Text and pictures are instructive without being pedantic. This is an exemplary effort in this area, one from which both children and adults can learn.

Recommended

LITCHFIELD, ADA B.

11 *A Button in Her Ear*

Chicago: Whitman, 1976
Unpaged. 24 cm.
Illustrated by Eleanor Mill

FICTION/Grades 2-5

Angela tells us that she didn't always have a button in her ear: her hearing loss is suspected when she frequently misunderstands what is addressed to her and has trouble following in class. She describes her visit to the family doctor, who refers her to a specialist, and her fitting for a hearing aid. The explanation of how a hearing aid helps is unclear, and an oversimplified parallel is drawn between wearing glasses and wearing a hearing aid.

MACINTYRE, ELIZABETH

12 *The Purple Mouse*

Nashville: Nelson, 1975
98 p. 21 cm.

FICTION/Grades 5-8

Hatty and her older brother and sister live with their energetic, career-oriented mother, who is divorced. Hatty is deaf. She gives us some good information about deafness: the limitations of hearing aids, the difficulty of speech-reading in crowded places, feelings of helplessness, and reluctance to explain about misunderstandings. But Hatty's deafness is for the most part used as a plot device, as is the mouse she accidentally dyes purple. Both hearing loss and purple mouse are used to demonstrate lessons and give messages which, however admirable in themselves, cannot substitute for an interesting story with realistic events.

PETER, DIANA

13 *Claire and Emma*

New York: John Day, 1977.
Unpaged. 22 cm.
Photographs by Jeremy Findlay

NONFICTION/Grades K-3

Claire is four and her sister Emma is two; both were born deaf. The bright color photographs show them with their mother and older brother, at home and outdoors, engaged in activities all children enjoy. Information about speech training, lip-reading, and hearing aids is given, with some hints about how to behave with a deaf person to improve communication.

Recommended

PETERSON, JEANNE WHITEHOUSE

14 *I Have a Sister, My Sister Is Deaf*

New York: Harper & Row, 1977
Unpaged. 26 cm.
Illustrated by Deborah Ray

FICTION/Grades K-3

A young girl talks in a gentle, reflective way about her little sister who is deaf. She tells us what her sister can and can't do; her voice is warm without lapsing into sentimentality. The two girls are shown together in monochrome drawings which enhance the lyrical qualities of the text.

Recommended

ROBINSON, VERONICA

15 *David in Silence*

Philadelphia: Lippincott, 1966
126 p. 21 cm.
Illustrated by Victor Ambrus

FICTION/Grades 5-8

David is a thirteen-year-old English boy who was born deaf. The book begins when David and his family move to a new town. It goes on to give an authentic account of the kinds of social problems that a boy like David, who is profoundly deaf and must rely on other means of communication than spoken language, might encounter. One boy, Michael, makes a real effort to understand David and to develop a friendship with him. There are misunderstandings, and a potentially dangerous conflict with a group of neighborhood boys, which arises from a lack of accurate communication. David, with Michael's help, achieves a measure of social acceptance and is included in activities by Michael's closest friends. This novel is written with knowledge and understanding; it has a strong narrative flow with incidents which hold the attention, as well as valuable information about the social and emotional aspects of deafness.

Recommended

RONNEI, ELEANOR C.
PORTER, JOAN

16 *Tim and His Hearing Aid*

Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1965
Unpaged. 23 cm.

FICTION/Grades K-3

This pamphlet-sized book explains in simple language the uses and the limitations of a hearing aid. The questions sometimes raised about children's hearing aids by uninformed adults are raised and answered. When Tim goes to the New York League for the Hard of Hearing to be fitted for his aid, he sees the different types of hearing aids available. Tim is also given auditory training so that he can make the fullest use of his aid; he learns to listen carefully, to look for visual cues, and to think about the context of what he is trying

to hear. This is a good exposition of hearing aids and auditory training for young children; the format and illustrations are unfortunately not very appealing. This purposive story might best be used by an adult with children in a structured setting.

SPENCE, ELEANOR

17 *The Nothing Place*

New York: Harper & Row, 1972
228 p. 22 cm.
Illustrated by Geraldine Spence

FICTION/Grades 5-8

Glenn has recently sustained a serious hearing loss as the result of an illness. When he and his family move from Melbourne to a suburb of Sydney, Glenn tries to get along in his new school without telling anyone of his deafness. He cannot conceal his hearing loss from the children his own age with whom he makes friends: one of them, Lindsay, conceives the idea of a project to earn money to buy Glenn a hearing aid. The project is a working model of Captain Cook's landing, with an accompanying display of Australian interests to help celebrate the Bicentennial of the discovery of Australia. It involves all the neighborhood children including Glenn, who remains in ignorance of Lindsay's intention for the money they collect. Their exhibition, with Glenn's model of Cook's ship *Endeavor* as its centerpiece, is a success; but when Lindsay tries to present Glenn with the proceeds, he indignantly rejects what he views as charity. This event, combined with his family's discovery of how badly he is doing in school because of his concealed hearing loss, precipitates an ill-organized attempt at running away. When Glenn is brought home the next day, he is able to discuss his problems with his family and make a start on coming to terms with his deafness. He and Lindsay arrive at an understanding: he is able to accept her gesture as based on friendship, not pity, and she acknowledges that she was mistaken in her attempt to stage-manage his acceptance of a hearing aid as a gift. Glenn's hearing loss is not consistently shown, but his problems are realistically presented. Lindsay emerges as a well-drawn character with problems of her own. This is a commendable novel with appealing characters who develop in the course of the action.

WOJCIECHOWSKA, MAIA

18 *A Single Light*

New York: Harper & Row, 1968
149 p. 22 cm.

FICTION/Young Adult

"Until she was fifteen she was more an animal than a human being." The opening line of this powerfully written, gruesome tale, set in an Andalusian village, sets the tone for the attitudes expressed toward handicapped persons. Anna, a "deaf-mute" who has been abandoned by her family, is treated as something less than human by the ignorant, superstitious peasants amongst whom she lives. While cleaning the village church she finds a long-lost art treasure, a marble figure of the infant Jesus; this object becomes the focus of her outcast life. The separate fates of Anna and the art treasure are resolved after a frightening and improbable series of events, involving the statue, an American art historian, and an appalling display of mob violence by the villagers. This violence is originally directed against Anna, but is diverted onto the story's other handicapped character; he is a jealous, malevolent hunchback who is betrayed by his one good impulse and is beaten to death as a result. Anna, who is first seen as less than human, is elevated to something more, a being with special powers who can somehow save the peasants from the emotional and moral consequences of their mob action. Both Anna and the hunchback are denied ordinary humanity, and the representation of the deaf girl is both negative and inaccurate. The portrayal of these two handicapped persons is offensive, and the brutality and ignorance of the village people are disturbing and highly negative.

Not recommended

WOLF, BERNARD

19 *Anna's Silent World*

Philadelphia: Lippincott, 1977
48 p. 23 x 24 cm.
Photographs by the author

NONFICTION/Grades 3-6

Anna is a little girl who was born deaf. The excellent black-and-white photographs show Anna at home with her family in their New York City apartment, at school with hearing children, playing with a friend, and at her ballet class. Anna's speech training is well-described and the picture of her life is positive and appealing, but the text should be used with caution. It is seriously flawed by its lack of information about other ways of communication, and by the implication that Anna's speech problems are a matter of delay and that her speech later will be "almost like anyone else's."

Not recommended

ANDERSON, CLARENCE W.	20	*The Blind Connemara*
BIGLAND, EILEEN	21	*Helen Keller*
BROWN, MARION M., & CRONE, RUTH	22	*The Silent Storm*
BUTLER, BEVERLY	23	*Gift of Gold*
BUTLER, BEVERLY	24	*Light of a Single Candle*
CHRISTOPHER, MATT	25	*Stranded*
DAVIDSON, MARGARET	26	*Helen Keller*
DAVIDSON, MARGARET	27	*Louis Braille: The Boy Who Invented Books for the Blind*
DEGERING, ETTA	28	*Seeing Fingers: The Story of Louis Braille*
DELANEY, NED	29	*Two Strikes, Four Eyes*
DICKINSON, PETER	30	*Annerton Pit*
FIRST, JULIA	31	*Getting Smarter*
GARFIELD, JAMES B.	32	*Follow My Leader*
GIBSON, WILLIAM	33	*The Miracle Worker*
GILL, DEREK	34	*Tom Sullivan's Adventures in Darkness*
GOODSELL, JANE	35	*Katie's Magic Glasses*
HEIDE, FLORENCE P.	36	*Sound of Sunshine, Sound of Rain*
HUNTER, EDITH F.	37	*Child of the Silent Night: The Story of Laura Bridgman*
KEATS, EZRA JACK	38	*Apt. 3*
KELLER, HELEN	39	*The Story of My Life*
KELLOG, STEVEN	40	*The Mystery Beast of Ostergeest*
KENT, DEBORAH	41	*Belonging*
KRENTZ, HAROLD	42	*To Race the Wind*
KUGELMASS, J. ALVIN	43	*Louis Braille: Windows for the Blind*
LITCHFIELD, ADA B.	44	*A Cane in Her Hand*
LITTLE, JEAN	45	*From Anna*
MCDONNELL, LOIS	46	*Stevie's Other Eyes*
MATHIS, SHARON BELL	47	*Listen for the Fig Tree*
PARKER, MARK	48	*Horses, Airplanes, and Frogs*
PATON WALSH, JILL	49	*Goldengrove*
PETERSEN, PALLE	50	*Sally Can't See*
PUTNAM, PETER	51	*"Keep Your Head Up, Mr. Putnam!"*
PUTNAM, PETER	52	*The Triumph of the Seeing Eye*
RASKIN, ELLEN	53	*Spectacles*
RAYSON, STEVEN	54	*The Crows of War*
TAYLOR, THEODORE	55	*The Cay*
TER HAAR, JAAP	56	*The World of Ben Lighthart*

WOLF, BERNARD 57 *Connie's New Eyes*
WOODY, REGINA 58 *Second Sight for Tommy*
WOSMEK, FRANCES 59 *A Bowl of Sun*
YEP, LAWRENCE 60 *Sweetwater*

ANDERSON, C. W.

20 *The Blind Connemara*

New York: Macmillan, 1971
80 p. 24 cm.
Illustrated by the author

FICTION/Grades 4-7

Rhonda, a competent young equestrienne, is entrusted with the training of an exceptionally beautiful, well-paced white Connemara pony which has gone blind. She succeeds in gaining the pony's confidence, and together they put on a remarkable exhibition of horsemanship at a show. Their example is particularly moving to a group of handicapped children who have been brought to watch the blind Connemara perform. The use of an injured animal who compensates for a handicap as an inspiration for disabled persons is a device which often fails in intent. This competently told story makes good use of the animal example, and its show ring drama should appeal to young readers who are interested in horses.

BIGLAND, EILEEN

21 *Helen Keller*

New York: Phillips, 1967
192 p. 22 cm.
Illustrated by Lili Cassel Wronker

BIOGRAPHY/Young Adult

This is a full-length treatment of Helen Keller's life, written in the year before she died. It deals with Helen's later life and her responses to the international attention she received; it also details her education and her relationship with her gifted teacher, Annie Sullivan. This version for young adults would be improved by more information about Miss Keller's adult interests and activities, but it is adequately written. The illustrations add little in the way of either information or decorative effect.

BROWN, MARION MARSH
CRONE, RUTH

22 *The Silent Storm*

New York: Abingdon, 1963
250 p. 22 cm.
Illustrated by Fritz Kredel

NONFICTION/Young Adult

This book follows the relationship between Helen Keller and Annie Sullivan from their first encounter to Helen's graduation from Radcliffe with the class of 1904. It begins with Annie about to leave the Perkins Institute for the Blind for the long journey to Alabama to take charge of seven-year-old Helen. She takes with her a doll, bought by the children at Perkins and dressed by Laura Bridgman, the then middle-aged resident of Perkins who was the first deaf-blind child to be formally educated. The story is enlivened with recreated scenes and dialogue; it recounts Annie's struggle to reach the little girl who had been plunged into darkness and silence by a serious fever at the age of nineteen months, and ends with her deserved triumph when she sits on the platform with Helen at the Radcliffe commencement exercises. The book also includes material about Annie's own childhood and education; a hint of her future life is given when toward the end of the book she meets John Macy, who later became her husband.

Recommended

BUTLER, BEVERLY

23 *Gift of Gold*

New York: Dodd, Mead, 1972
278 p. 21 cm.

FICTION/Young Adult

In this sequel to *Light a Single Candle*, Cathy Wheeler continues her struggle with the social and emotional limitations which people attempt to

force on her because of her blindness. Despite unreasonable prejudice and well-meaning but bad advice, she perseveres in her ambition to become a speech therapist, and leads as normal a life as society will allow. She has the normal interests and concerns appropriate to a young woman of her age; and an element of romance, which promises to deepen into a more permanent relationship, is introduced. Cathy achieves a mature acceptance of her permanent blindness in this continuation of her story; the novel shares some of the defects of its predecessor, but is a worthwhile effort.

Recommended

BUTLER, BEVERLY

24 *Light a Single Candle*

New York: Dodd, Mead, 1962
242 p. 21 cm.

FICTION/Young Adult

Cathy Wheeler, an active, outgoing girl of fourteen, finds that her vision is deteriorating. Examination shows that she has glaucoma, and she begins the difficult process of acceptance and adjustment to loss of sight. Cathy is at first resistant to the idea of going to a special school. The change in attitudes of the people in her daily life, particularly her former friends, hurts her; the withdrawal from her local school becomes the lesser evil. Her experience at the state school for the visually impaired also proves to be socially difficult, but Cathy stays long enough to complete training which helps her to return to life outside the institution. Cathy's rehabilitation is completed when she acquires her guide dog; her seeing eye training is a more positive experience than her stay in the state school. Equipped with Trudy, her dog, she courageously returns to her local school and copes with social and emotional adjustment involved. It is clear that the attitudinal problems are as much those of the people around her as they are hers. This commendable novel is rather slow reading and occasionally seems dated; but it contains much valuable information about blindness and the adjustment problems of the newly blind. It is particularly strong in its representation of the social and emotional aspects of this disability.

Recommended

CHRISTOPHER, MATT

25 *Stranded*

Boston: Little, Brown, 1974
116 p. 21 cm.
Illustrated by Gail Owens

FICTION/Grades 4-7

The Crosset family are cruising in the Caribbean on their sailboat when a sudden tropical storm blows up. Andrew and Mary Ann Crossett are lost overboard, later to be rescued; their twelve-year-old son Andy and his dog Max are carried on in the boat and wrecked on an island. Andy is blind; Max has never been trained as a guide dog, but is "devoted" to Andy and does more things for him than realistically depicted seeing eye dogs can do. This stilted tale lacks plausibility; the events are improbable and the development of the story is strangely undramatic considering its basic setting. It lacks the tension of a survival story, and does not present a realistic picture of a blind child coping in these desperate circumstances. Its ineptness in both these areas is in contrast with *The Cay*, in which Theodore Taylor handles both these themes superbly.

Not recommended

DAVIDSON, MARGARET

26 *Helen Keller*

New York: Hastings, 1969
91 p. 22 cm.
Illustrated by Vicki Fox

BIOGRAPHY/Grades 2-5

This version of Helen Keller's life for younger children begins with her early childhood and her illness at nineteen months which destroyed her sight and hearing. It comments briefly on Helen's later life, but is for the most part concerned with her earlier years with Annie Sullivan. This is a competently written effort which allows younger children access to this remarkable life story.

Recommended

DAVIDSON, MARGARET

27 *Louis Braille: The Boy Who Invented Books for the Blind*

New York: Hastings, 1974
80 p. 21 cm.
Illustrated by Janet Compere

BIOGRAPHY/Grades 2-5

This well-written version for younger readers of the life of Louis Braille begins with the accident which destroyed his sight at the age of five. It recounts his life and struggles for the acceptance of his writing for the blind, and ends with a moving description of the ceremony which took place

in Paris in 1952, one hundred years after his death. His coffin was transferred from the country cemetary of Coupvray, where he was born, to a place of honor in the Pantheon. The coffin was carried through the streets of the city, followed by many distinguished people, including Helen Keller, and behind them, the blind people of Paris.

Recommended

DEGERING, ETTA

28 *Seeing Fingers: The Story of Louis Braille*

New York: McKay, 1962
129 p. 22 cm.
Illustrated by Emil Weiss

BIOGRAPHY/Grades 4-7

This is a well-researched, readable biography of the inventor of the six-dot system of writing for the blind. The picture of Paris and the Isle-de-France in the early nineteenth century is lively, and the information presented is excellent. This is a good example of fictionalized biography.

Recommended

DELANEY, NED

29 *Two Strikes, Four Eyes*

Boston, Houghton Mifflin, 1976
32 p. 22 x 25 cm.
Illustrated by the author.

FICTION/Grades K-3

Despite its unfortunate title, this picture book has a positive message for the child who wears glasses. Toby the mouse "couldn't see beyond the end of his whiskers without his glasses", but he conceals this because none of his teammates wear glasses and he's afraid of being teased. He plays so poorly in the big game (with his glasses in his pocket) that he's thrown off the team. The games goes so badly for the Rodents that they let him have a last turn at bat; he puts on his now broken glasses and saves the game. This is a little sports fantasy with a lot of baseball talk which will appeal to the sports-oriented child. It demonstrates the value of confronting the problem of peer responses directly and places functioning well before vanity or social fears.

DICKINSON, PETER

30 *Annerton Pit*

Boston: Little, Brown, 1977
175 p. 22 cm.

FICTION/Young Adult

Jake and his older brother Martin have become worried about their grandfather, who has stopped his usual communication with them. In the absence of their parents they set off on Martin's motorcycle for the North of England, where their grandfather was last heard from while pursuing his interests in investigating reports of ghosts and similar psychic manifestations. Their search leads them to Annerton Pit, an abandoned mine, where they find him being held by a band of revolutionaries who have been using the deserted workings for their activities. This is a fast-paced, plausible story that combines elements of contemporary adventure tale and psychological thriller. Jake happens to be blind; that is, his blindness is taken for granted. His special means of adapting, his limitations, and his cultivated abilities are all accepted by his family and work as a part of the story without becoming a focus. He is that relatively rare thing: a well-rounded, natural, handicapped character in a well-written, eminently readable book.

Recommended

FIRST, JULIA

31 *Getting Sma ter*

Englewood Cliffs, N.J.: Prentice-Hall, 1974
89 p. 22 cm.

FICTION/Grades 5-8

When Rona Cooper learns that she needs to wear glasses she receives the news as tragic and as the final blow to her already shaky feelings about her physical attractiveness. She directs all her considerable twelve-year-old energies toward attaining the one object which can mitigate the disfiguring effects of myopia: contact lenses. The only objection made by her family to her wearing contact lenses is financial; medical issues are ignored. Rona achieves a more mature attitude toward her self-image through the well-worn device of contact with an attractive, competent person who suffers from a more severe version of her "disability" — a young man who is totally blind but "normal" in every other respect, and socially acceptable. Rona's change in attitude is completed by a brief observation of a drab, bespectacled young woman who nevertheless has an adoring boyfriend. The premise of this trivial novel is offensive, its resolution hackneyed, and its heroine's preoccupation dated and unconvincing.

Not recommended

GARFIELD, JAMES B.

32 *Follow My Leader*

New York: Viking, 1957
191 p. 21 cm.
Illustrated by Robert Greiner

FICTION/Grades 4-7

Eleven-year-old Jimmy is blinded when a firecracker explodes in his face. This novel recounts the progress of Jimmy's rehabilitation and his development of a mature attitude toward his disability. He is at first bitter and unforgiving toward the boy who caused the accident, but in spite of this he moves rapidly toward competence and mobility. His experience in acquiring and training his guide dog is a positive completion of his rehabilitation. His dog helps him achieve a certain status with his peers when it demonstrates its considerable abilities in several dramatic situations. The book suffers from stiff characterizations and unlikely dialogue, but its information is substantial.

GIBSON, WILLIAM

33 *The Miracle Worker*

New York: Knopf, 1966
131 p. 21 cm.

DRAMA/Young Adult

This play was first produced in 1957 for CBS' "Playhouse 90" and has been the basis for a successful broadway play and a film. It is the story of the remarkable relationship between Helen Keller and Anne Sullivan. The author tells us in his introduction to this text that the incidents are factual and that he has invented very little; his sources were Anne Sullivan's own letters, Helen Keller's *The Story of My Life*, and Nella Braddy's biography, *Anne Sullivan Macy*. The power of this drama has not been weakened by the extensive exposure it has received.

Recommended

GILL, DEREK L. T.

34 *Tom Sullivan's Adventures in Darkness*

New York: McKay, 1976
105 p. 26 cm.
Illustrated with photographs

NONFICTION/Grades 5-8

Derek Gill has written a version for young people of Tom Sullivan's autobiography, *If You Could See What I Hear*. Tom, who has been blind from birth, achieved a remarkable degree of independence and integration into the mainstream of life. He talks about his childhood and youth, about his education at Perkins School for the Blind, and later at Providence College and Harvard, and about his present life with his wife and two children. His story could not be more positive; his blindness has been an obstacle which he has more than overcome.

GOODSELL, JANE

35 *Katie's Magic Glasses*

Boston: Houghton Mifflin, 1965
42 p. 25 cm.
Illustrated by Barbara Cooney

FICTION/Grades K-3

Katie Blair is a five-year-old whose sight is deteriorating. The author takes pains to introduce her in some detail, pointing out all the things she can do and identifying her as a normal child, except that when she looks at things far away they are "all blurred." The illustrations demonstrate in a realistic way the difference between what Katie sees — with blurred outline, no fine detail, and simplified color definition — and the sharp, clear detail that people with normal vision see. An important point is made: a child who is near-sighted doesn't know how things look to others. "Magic glasses" may seem a bit of children's book whimsy to anyone who has never experienced this revelation. For a child who is seeing leaves on trees clearly for the first time at the age of six, "magic" will not seem ill-deserved. Katie's eye examination is described in detail; the emphasis at the end of the story is on the improvement in Katie's life brought about by her new glasses. The change in her appearance is given a cursory mention when she chooses her new frames. The text is both realistic and amusing, alternating prose with verse; the excellent illustrations add much to the content of the story.

Recommended

HEIDE, FLORENCE PARRY

36 *Sound of Sunshine, Sound of Rain*

New York: Parents' Magazine, 1970
Unpaged. 24 cm.
Illustrated by Kenneth Longtemps

FICTION/Grades K-3

A blind Black boy whose name we never learn talks about his world: sounds and sensations, textures, warmth, what they mean, how they tell what's happening around him. His sister takes him to the park every day; he makes friends there with an ice cream man who tells him about the

park. A point is made about racism: after an incident with a racially prejudiced adult, the boy's sister discovers that he doesn't know if his friend is black or not. The world of a blind child is recreated in gentle, lyrical prose; the memorably beautiful, simply composed illustrations add much to the poetic quality of this story.

Recommended

HUNTER, EDITH F.

37 *Child of the Silent Night: The Story of Laura Bridgman*

Boston: Houghton Mifflin, 1963
124 p. 22 cm.
Illustrated by Bea Holmes

BIOGRAPHY/Grades 2-5

This is a well-executed biography of the first deaf-blind child to be educated. Laura Bridgman, like Helen Keller almost fifty years later, was left blind and deaf from an illness, probably scarlet fever, in early childhood. The account of her life and her education at the Perkins Institute makes an absorbing story. This version for young persons is sensitive and accurate.

Recommended

KEATS, EZRA JACK

38 *Apt. 3*

New York: Macmillan, 1971
Unpaged. 25 x 27 cm.
Illustrated by the author.

FICTION/Grades K-3

A rainy day keeps Sam and his little brother Ben indoors in their city tenement. The sound of a harmonica leads them to a blind man's room; his music emboldens them to overcome their trepidation of this mysterious figure and to try to make friends with him. The strong, sombre illustrations add much to this simple story of children losing their fear of a handicapped person by becoming better acquainted.

Recommended

KELLER, HELEN

39 *The Story of My Life*

New York: Scholastic Book Services, 1967
159 p. 18 cm.
Introduction by Robert Russell

AUTOBIOGRAPHY/Young Adult

The story of this unique woman, told in her own words, still has the power to move the heart and compel the imagination. "Miracle" does not seem too strong a word to describe the remarkable course of Helen Keller's life, which cannot be adequately treated without the inclusion of her gifted teacher, Annie Sullivan. There are many versions of her autobiography; children and young people should be encouraged to read the one most approproate to their ability. This edition is inexpensive and readily available.

Recommended

KELLOGG, STEVEN

40 *The Mysterious Beast of Ostergeest*

New York: Dial, 1971
Unpaged. 29 cm.
Illustrated by the author

FICTION/Grades K-3

This engaging picture book is a retelling of the fable of the blind men and the elephant. In this version a happy clown sails into the harbor of Ostergeest with a mysterious beast on a raft. No one can guess what it is, so the king sends for the six wise blind men who teach at the university. The blind scholars, as in the old tale, all have different ideas of what the creature is, according to which part of the elephant each one touches. They fall into a furious disagreement which is only arrested by the elephant filling his trunk with water and washing them away. Meanwhile a little boy has found "E for Elephant" in his ABC book; he has the final word: "I tried to tell them they were wrong, but they just wouldn't listen. Maybe they're deaf . . ." Steven Kellog's highly detailed drawings are delightful and full of amusing vignettes and running visual jokes. Unfortunately this story places blind persons in the worst possible light. The blind scholars are depicted as incompetent, pompous, opinionated, and violently quarrelsome. The more innocent message that this tale is thought to convey — that each person has a point of view which may be wrong because of incomplete information — is submerged in this pejorative portrait of blind men made ridiculous.

Not recommended

KENT, DEBORAH

41 *Belonging*

New York: Dial Press, 1978
200 p. 22 cm.

FICTION/Young Adult

Meg is a blind fifteen-year-old who has made up her mind to leave her special school for a regular high school. She wants above all to be accepted as

an ordinary person; her story gives a convincing picture of the obstacles to this acceptance. Meg emerges as a girl with all the interests and emotions appropriate to any girl her age. Her social problems are realistic and well presented, and her blindness is kept in proper perspective.

Recommended

KRENTS, HAROLD

42 *To Race the Wind*

New York: Bantam, 1972
230 p. 18 cm.

AUTOBIOGRAPHY/Young Adult

Harold Krents tells his own story with verve and humor; he begins with early childhood and takes us through his years at Harvard College and Law School, ending with his engagement and his passing the New York State Bar examination. His life was the inspiration for the Broadway play and the film, *Butterflies Are Free*.

KUGELMASS, J. ALVIN

43 *Louis Braille: Windows for the Blind*

New York: Messner, 1951
160 p. 22 cm.

BIOGRAPHY/Young Adult

This is a well-researched and executed biography commemorating the genius of the man who invented writing for the blind. Louis Braille's life makes a moving story whose consequence is undiminished by time. Children and young people should be encouraged to read about him on whatever level is appropriate to their age and skills.

Recommended

LITCHFIELD, ADA B.

44 *A Cane in Her Hand*

Chicago: Albert Whitman, 1977
Unpaged. 24 cm.
Illustrated by Eleanor Mill

FICTION/Grades K-3

Valeries is a visually impaired child whose sight is deteriorating. She talks about eye testing, special adaptations in the classroom, and about her new long cane. At first she resists the idea because "only blind people use canes" but she soon learns to use hers and to enjoy her improved mobility. The story includes a well-handled example of adult insensitivity to a handicapped child in a public place. The book ends on a positive note emphasizing the many things that Valerie can do despite her poor vision.

LITTLE, JEAN

45 *From Anna*

New York: Harper & Row, 1973
201 p. 21 cm.
Illustrated by Joan Sandin

FICTION/Grades 4-7

This story begins in Germany in 1933. Anna Solden is about to emigrate with her family. One morning at school, her sister Gretchen is asked to choose a song for the Assembly to sing; her choice of "Die Gedanken sind frei" is rejected and the Assembly sings "Deutschland, Deutschland über alles." This is emblematic of events to come; Anna's father is sensitive to the foreboding political climate and removes his family to Canada. Anna has always been the clumsy child in the family; she is backward in school, and slow to learn household tasks and handwork like sewing and knitting, at which her sisters easily become adept. In Canada, the severe vision loss which has been the cause of her clumsiness and learning difficulties is diagnosed for the first time. Anna is fitted with glasses and goes, reluctantly at first, to a school for visually impaired children. This proves to be a good experience for her, and she makes gains in self-esteem and feelings of well-being as well as in academic achievement and fine-motor coordination. This is a well-constructed novel which holds the attention on several levels.

Recommended

MCDONNELL, LOIS

46 *Stevie's Other Eyes*

New York: Friendship Press, 1962
127 p. 21 cm.
Illustrated by Brinton Turkle

FICTION/Grades K-3

Stevie is six years old and blind. This book describes his special difficulties in learning and in social situations. His learning in the areas of academic, self-care and social skills improves when he goes to his new school; the activities in his class for visually impaired children and at his summer camp are well-described and informative. Stevie's remaining problem is the boy next door. Billy sees Stevie as incompetent and rejects his tentative offers of friendship. When Billy breaks his arm and must wear a heavy cast which limits his activity, he becomes more open to Stevie. He comes to recognize that Stevie has other resources which compensate for his lack of sight and that their differences need not prevent them from

sharing experiences. This is a gentle, somewhat slow-paced effort with a positive emphasis on competence. Brinton Turkle's black-and-white drawings are pleasant.

MATHIS, SHARON BELL

47 *Listen for the Fig Tree*

New York: Viking Press, 1974
175 p. 23 cm.

FICTION/Young Adult

The main elements in Muffin Johnson's life are her development of a Black identity and her struggle to keep her alcoholic, periodically unbalanced mother from disintegrating. Muffin is a competent, well-organized urban adolescent who is also a blind person functioning with a high degree of independence. She is concentrating on getting her mother through Christmas and making herself the perfect dress for Kwanza, a Black festival which is the culmination of her feelings about her own history. When she is attacked in the hall of her building, her confidence in what she is doing is shaken. With the help of the supportive figures in her life, she recovers her faith in herself and resolves her feelings about both her mother and her own life. Her blindness is one factor in her identity but not its main focus; she presents a very positive model for a young person disabled in this way. The depiction of Black urban life is vivid and realistic.

Recommended

PARKER, MARK

48 *Horses, Airplanes, and Frogs*

Elgin, Ill.: Child's World, 1977
30 p. 25 cm.
Illustrated by Dan Siculan

FICTION/Grades K-3

Nick is a little boy who is blind from birth; he asks his mother to describe things to him but has trouble picturing them from her words. He meets a boy in the playground who takes him to explore by touch the things that Nick has asked his mother to describe, so that he can picture them as they really are. Nick and his understanding friend Seth are presented in a positive way and Nick is competent despite his lack of sight, but the story's overall effect is whimsical and not quite believable.

PATON WALSH, JILL

49 *Goldengrove*

New York: Farrar, Straus & Giroux, 1972
130 p. 22 cm.

FICTION/Young Adult

Madge and Paul are cousins who spend their summers together with their grandmother at her house, Goldengrove, on the coast of Cornwall. Goldengrove has always been an idyllic place, but this summer everything seems changed. A blind man has rented a cottage which overlooks their private beach. They first see him as intruding on their privacy; Madge becomes involved in an ambiguous emotional relationship with this man. He is an academic, isolated and withdrawn, and appears to be more ready to assert his needs than his independence. Madge and Paul are unable to sustain their childhood comradeship; they are both older, with the complicated feelings of their age-group, and they learn during the course of the summer that they are in reality siblings, not cousins. They must work out a new relationship to replace the comfortable, cousinly one of past summers. In considering this novel, the style of Virginia Woolf is often mentioned. The book is better at depicting moods and sensations than actions, and the psychological atmosphere is heavy with inexplicit emotions. The inclusion of a lighthouse, not an unusual feature of the seacoast, nonetheless seems purposive. This is not a novel which will appeal to readers with a taste for action; its evocations of mood and place require a certain patience. The blind professor's isolation and passivity do not provide a positive model for dealing with this disability.

Not recommended

PETERSEN, PALLE

50 *Sally Can't See*

New York: John Day, 1977
Unpaged. 22 cm.
Illustrated with photographs
Translated from the Danish by Peggy Blakely

NONFICTION/Grades K-3

Sally is a blind girl who leads a full, active life. The vivid color photographs of this attractive little book show her engaged in many activities, at home and at school with nonhandicapped children. Pictures and text explain by example some of the ways she can substitute other means of learning for sight. The description of Sally's life is very positive in feeling and emphasizes her capabilities.

Recommended

PUTNAM, PETER

51 *"Keep Your Head Up, Mr. Putnam!"*

New York: Harper & Row, 1952
171 p. 21 cm

NONFICTION/Young Adult

Peter Putnam was blinded in an accident shortly before his twenty-first birthday, in 1941. This book is his account of his stay at the Seeing Eye school in Morristown and his training with his first dog, Minnie. He writes with intelligence, humour and detachment; it is easy to see why his very readable book is still fresh — and in print — today.

Recommended

PUTNAM, PETER

52 *The Triumph of the Seeing Eye*

New York: Harper & Row, 1963
178 p. 22 cm.
Photographs by courtesy of The Seeing Eye

NONFICTION/Grades 5-8

Peter Putnam has written a well-researched, readable history of the development of the Seeing Eye dog. While it is now somewhat dated, his account may still be recommended for its excellent information and knowledgeable, brisk narrative flow.

Recommended

RASKIN, ELLEN

53 *Spectacles*

New York: Atheneum, 1974
Unpaged. 15 x 19 cm.
Illustrated by the author

FICTION/Grades K-3

Iris Fogel is a little girl who can't see well, so she mistakes familiar people and objects for unfamiliar, sometimes wildly strange creatures. Her confusions are unrealistically imaginative, not to say exaggeratedly whimsical: "The giant pygmy nuthatch on our front lawn was only my good friend Chester." When Iris is finally taken to choose glasses, her mother debates between ones which will make Iris look "adorable" or "intelligent," as if these attributes were mutually exclusive. When the doctor tells Iris she needs glasses, she resists, sobbing, and is consoled by the promise that when she's older she can wear contact lenses. At last "everything looks like I suppose it's supposed to look." This little book presents an inaccurate picture of what it's like to be nearsighted; it reinforces negative, stereotypic notions of the effects of wearing glasses on appearance, which is itself unduly emphasized.

Not recommended

RAYSON, STEVEN

54 *The Crows of War*

New York: Atheneum, 1975
269 p. 22 cm.

HISTORICAL FICTION/Young Adult

This novel is set in Roman Britain; it draws a vivid picture of a brutal age. Airmid is the daughter of one of the chiefs whose tribes are defending a fortified place called Mai-dun. The Roman attackers are successful, and Airmid is blinded in one eye during the battle. In the course of the complicated actions following the capture of the fort, Airmid is purposely blinded in the other eye and completely brutalized by her Roman captors. She is ultimately restored to physical health and to her people, but remains blind; she is prevented by her disability from filling the role for which she was intended, that of a chieftain's wife. She retires into seclusion at a sacred place; her ultimate fate is that of the blind mystic who shares in the mysteries of the goddess worshipped there. This novel is a powerful evocation of Roman Britain, rooted in historical fact and set in authentic locales. It offers some idea of the role of the blind person in a harsh and primitive society but many may find the book's brutality, while no doubt historically accurate, to be disturbing.

TAYLOR, THEODORE

55 *The Cay*

Garden City, N.Y.: Doubleday, 1969
137 p. 22 cm.

FICTION/Grades 5-8

In this story set during World War II, twelve-year-old Phillip and his mother are leaving the island of Curacao because of threatened attacks in the Caribbean. Their ship is torpedoed and Phillip is stranded on an uninhabited cay with a seventy-year-old West Indian man named Timothy. Phillip was struck on the head during the submarine attack and his sight fails until he is completely blind. He is completely dependent on Timothy, who gradually teaches him ways to function without sight and the necessary survival skills against the day when he may be left alone on the cay. Phillip has been taught prejudice against Blacks; this is the story of his developing relationship with the old man as well as his adjustment to blindness. Phillip and Timothy are well-drawn characters who have deep and realistic exchanges. Timothy gives Phillip the means to survive, and Phillip re-

sponds by adjusting to his loss of sight and by maturing as an individual. After Timothy's death in a storm which devastates the cay, Phillip realizes his debt to the old man, and in the remaining days alone comes to an understanding of the depth and value of Timothy's character.

This book has excited much controversy by its portrayal of attitudes toward race. Phillip's parroted racism is frankly set out; the extremes of a survival situation are necessary to effect a change in the way he views black people. This can hardly be stigmatized as unrealistic: prejudice is often so deeply rooted that it may only be eradicated by a catastrophic event. The identification between blindness and lack of color prejudice is one that has frequently occurred in literature.

The details of the survival adventure and the physical environment of the deserted cay are extremely well-done. Phillip's initial terror and sense of loss on finding that his sight is gone are vividly realized. His dependence on Timothy and his gradually developing competency are authentically presented. Timothy himself is a strong and memorable figure.

Recommended

TER HAAR, JAAP

56 *The World of Ben Lighthart*

New York: Delacorte, 1977
123 p. 22 cm.
Translated from the Dutch by Martha Mearns

FICTION/Grades 5-8

Ben Lighthart has been blinded in a street accident. The story takes him from his first moments of consciousness in the hospital after the accident to his first day at an institute for the blind. The main interest is in Ben's coming to terms with his blindness and his interaction with his parents as they struggle with their own feelings. At the outset they want to do everything for him themselves; the acceptance by all three of Ben's leaving home for special training that will enable him to lead a complete life is the culminating event. The dialogue and the sentiments expressed are at times heavy-handed and the characterizations somewhat wooden, but the situations and the characters' response to them are true to life and contain some valuable information.

WOLF, BERNARD

57 *Connie's New Eyes*

Philadelphia: Lippincott, 1976
95 p. 21 x 26 cm.
Photographs by the author

NONFICTION/Grades 5-8

This photo-essay shows the effort, skill, and well-structured training which go to produce a Seeing Eye dog. First we are shown the prospective guide dog as a puppy, in training. She is being prepared for Connie, a young woman blind since birth, who has just finished college and is about to start her first job as a teacher of young handicapped children. The details of Connie's preliminary training, her introduction to her dog, their training together, and her return to take up her life are sensitively portrayed in Bernard Wolf's black-and-white photographs. The accompanying text is detailed and informative, if at times self-consciously inspirational.

WOODY, REGINA J.

58 *Second Sight for Tommy*

Philadelphia: Westminster, 1972
159 p. 22 cm.

FICTION/Grades 5-8

When nine-year-old Tommy is blinded in an accident, his adjustment to his disability is made more difficult by his parents' attitudes. They appear to have stereotypic notions about the nature of blindness as a handicap; Tommy's father perceives him as a liability to the family business, an inn called The Pink Camellia. With special help Tommy develops mobility and other skills, and his parents begin to accept his condition after Ben, an older blind boy, demonstrates his own competencies. Despite Ben's inspirational example, the attitudes of Tommy's parents, though improved, remain stereotypic and uninformed. This story, despite its obvious good intentions, does not accomplish its purpose: the dominant tone is not positive, and the stiff characterizations and dialogue do nothing to mitigate this defect.

Not recommended

WOSMEK, FRANCES

59 *A Bowl of Sun*

Chicago: Children's Press, 1976
47 p. 24 cm.
Illustrated by the author

FICTION/Grades 2-5

Megan is a seven-year-old blind girl who has always lived alone with her father, Mike. Mike has a leather craft shop; the illustrations show him as a bearded, sandaled counter-culture type. Megan has never gone to school or received any special training. Mike makes the decision to move from their small community by the sea to Boston so

that she can go to school and be prepared to function independently. Megan's experience with a new way of life in a new neighborhood is described in somewhat saccharine terms. Her story is pleasantly presented, but has little to offer from the point of view of either story line or information about the experiences of a blind child.

YEP, LAWRENCE

60 *Sweetwater*

New York: Harper & Row, 1973
201 p. 22 cm.
Illustrated by Julia Noonan

SCIENCE FICTION/Grades 5-8

Tyree is a twelve-year-old boy living far in the future on the planet Harmony, whose sun is in the constellation Virgo. The planet is misnamed: there are conflicts and prejudices between the descendants of the original settlers from earth, the Mainlanders, and Tyree's people, the Silkies, who are the descendants of the crews of the starships. The Silkies live a defiantly independent and primitive life in a half-flooded, half-abandoned city. Neither the Mainlanders nor the Silkies have good relations with the indigenous people, the Argans, who resemble large spiders, somewhat in the way that humans resemble apes. Tyree's little sister Caley is blind. She is an appealing, sensitive child who tries to take as large a part in the hard life of her people as her disability will allow. She plays the role of the blind story-teller who often appears in primitive societies, and in a dramatic attack scene she uses her sensitive hearing to help the defending Silkies. Caley is not a central figure, but she is well-drawn, and the relationship between her and her brother Tyree is warm and affectionate. This is an exceptionally well-done example of the science fiction novel for young people.

Recommended

Orthopedic Handicaps

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BROWN, FERN G. 65 *You're Somebody Special On a Horse*

BURNETT, FRANCES HODGSON 66 *The Secret Garden*

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ANDREW, PRUDENCE

61 *Mister O'Brien*

Nashville: Nelson, 1972
161 p. 22 cm.

FICTION/Grades 4-7

Christopher Porter is an eleven-year-old English boy with an orthopedic problem; he wears a heavy black surgical boot with a metal brace on his right leg. His parents have emphasized his disability and have over-protected him. Both feel guilty and personally responsible for his condition. Christopher comes to chafe under this parental sheltering and becomes more assertive with the entry of two new elements into his life: a developing friendship with Penny, a slum child whose harsh life is in great contrast to his own middle class home, and the appearance of Mister O'Brien. Mister O'Brien is a bluff, cheerful man with one leg, who uses crutches; he appears at moments of stress and discouragement to encourage Christopher and strengthen his resolve. At the end of the story Christopher realizes that Mr. O'Brien is a creature of his own imagination, but not before he has changed Christopher's life for the better. Mr. O'Brien is an unusual and appealing figure for a guardian angel. Unfortunately this readable book is flawed by implausibilities which cannot be ignored: Christopher accomplishes a ten-mile walk for charity; this dramatic improvement is unrealistic. The final blow to authenticity is the appearance of a rich, eccentric spinster who solves Penny's problems with the wave of a hand from her purple leather-lined Rolls Royce.

Not recommended

BIKLEN, DOUGLAS
SOKOLOFF, MICHELLE

62 *What Do You Do When Your Wheelchair Gets a Flat Tire?*

Syracuse: Human Policy, 1978
59 p. 28 cm.
Illustrated with photographs

NONFICTION/Grades 5-8

This is a book of questions and answers about disabilities. The questions vary in sophistication. Some are specific; others, open-ended. The answers come from children with a variety of disabilities. Their answers are frank and disarming, with trenchant comments and sometimes startling insights. This is a valuable book, which is unfortunately marred by badly reproduced photographs. It is one of a series of print materials developed in conjunction with the television series "Feeling Free," produced by The Workshop on Children's Awareness to increase children's understanding of disabled peers.

BLUME, JUDY

63 *Deenie*

Scarsdale, N.Y.: Bradbury, 1973
159 p. 22 cm.

FICTION/Young Adult

Deenie is a very pretty thirteen-year-old whose mother has made a big emotional investment in her daughter's good looks. Deenie has been designated the beauty in the family, while her older sister Helen has been assigned the brains; their mother is about to begin serious work on Deenie's modeling career. Deenie herself seems to be more interested in the usual social and personal preoccupations of eighth grade girls. In her mother's eyes, Deenie's one physical imperfection is poor posture. This is diagnosed as scoliosis, a curvature of the spine common in adolescence. Scoliosis is sometimes treated by use of a body brace, and in some cases, by surgery. At first the idea of a quick operation appeals to Deenie as preferable to four years in a body brace. When surgery is ruled out in favor of the brace she goes through a series of emotional stages: from anger and denial to resignation, learning to cope with the management of daily life in the brace, overcoming social fears of rejection by friends and the curiosity of strangers. She achieves a mature acceptance of her problem and a realistic perspective on what is, however serious for her next four years, a manageable disability. This novel is well up to Judy Blume's usual high standard in terms of story, character, and dialogue; her treatment of the social and emotional aspects of scoliosis is knowledgeable and perceptive, and the medical information is accurate.

Recommended

BRANCATO, ROBIN

64 *Winning*

New York: Knopf, 1977
213 p. 22 cm.

FICTION/Young Adult

Gary Madden is a bright, attractive high school athlete who has just broken his neck. This well-

written novel begins with Gary in the hospital in a Stryker frame after his neck injury in a football game, and follows his moral progress as a spinal cord injured person: through shock, denial, anger, depression and withdrawal, to the beginnings of acceptance and rehabilitation. The responses of the people in his life are also well represented: his overprotective mother, the self-sacrificing girlfriend, the differing reactions of his friends and teammates, and the characters of the para- and quadriplegics at the rehabilitation center. *Winning* portrays the realities of this situation with an authenticity and impact that no didactic writing could match.

Recommended

BROWN, FERN G.

65 *You're Somebody Special on a Horse*

Chicago: Whitman, 1977
128 p. 21 cm.
Illustrated by Frank C. Murphy

FICTION/Grades 4-7

Marnie's great ambition is to win a blue ribbon on her horse Koke. When her grades slip, her sympathetic but authoritarian parents insist that Koke be sold. They feel she has spent too much time riding and babysitting with the stable-owner's developmentally delayed four-year-old who also has emotional problems. A summer's reprieve from this is granted so that Marnie and Koke can work in a new program of riding for handicapped young people. Working with a handicapped boy who desperately wants to ride alone, Marnie is able to put her own ambitions into perspective and make an unselfish decision about her horse. The style of this novel is pedestrian and the characters are for the most part two-dimensional. The narrative is at its best in describing the drama of the show ring and the details of schooling horses; the information about adaptations and the value of riding for the handicapped is good. It is on the whole an adequate novel for the adolescent horsey set, with a special added interest in the material about riding for the handicapped.

BURNETT, FRANCES HODGSON

66 *The Secret Garden*

Philadelphia: Lippincott, 1962
256 p. 22 cm.
Illustrated by Tasha Tudor

FICTION/Grades 5-8

This enchanting story, first published in 1912, has enthralled generations of young readers. Mary Lennox, a spoiled, lonely child, is the only survivor of a cholera epidemic in an Indian cantonment; she is sent to a mysterious house on the moors in the north of England, the home of a reclusive uncle-by-marriage whom she has never seen. She discovers the presence in this strange household of a boy as spoiled and sickly as herself; these two socially isolated, willful and unattractive children gradually change and blossom under the influence of Dickon, a country boy whose sister works at the manor house. Colin, the son of Mary's uncle and guardian, has been considered a hopeless cripple; through acquaintance with a simpler, healthier life which allows no pampering he becomes stronger, and both he and Mary outgrow their imperious ways and become attractive, normal children. Their transformation, and the secret of the garden, make a riveting tale; unfortunately this absorbing classic cannot be recommended for its information about physical disability.

COOK, MARJORIE

67 *To Walk on Two Feet*

Philadelphia: Westminster, 1978
93 p. 21 cm.

FICTION/Grades 5-8

Fifteen-year-old Carrie has been in a serious automobile accident; both her legs have been amputated below the knee. She is now at home and in bed; the story outlines her feelings about appearance, acceptance by friends, and her fears about re-entering the high school world in which she was a pretty, popular cheerleader. She is at first resistant to making the required adjustment, angry and self-pitying, and unable to deal with sympathy or other's curiosity. Her parents cope with her attitude in a firm, sensible manner. The parts of the book which deal with Carrie's new disability and her adjustment are well done. Unfortunately there is also a second theme, an implausible involvement in identifying a criminal, with threats, confrontations, kidnapping and chase scenes. This embellishment, which appears to be an attempt to inject excitement into what would otherwise be a rather static book, is not successful and detracts from the book's merits as information about a young person in Carrie's situation.

CRAIK, DINAH MARIA MULOCK

68 *The Little Lame Prince*

New York: Grosset & Dunlap, 1948
127 p. 21 cm.
Illustrated by Lucille Corcos

FICTION/Grades 4-7

Dolor, the little lame prince, has been spirited away by his wicked uncle and deprived of the kingdom which should have been his on the death of his father, the king. As an infant the prince had been dropped on a marble floor; his legs are undeveloped and useless. He lives in complete isolation in a secluded tower. His solitary life is changed by a fairy godmother who gives him a magic traveling cloak which enables him to see all that he has read of in the books which are his only solace. This fairy tale has an enduring charm; its factual information about a crippling condition is negligible, but the emotions and attitudes protrayed and developed are valuable. The prince has, until the advent of the godmother, accepted his physical limitations; he doesn't know that he is different and he suffers no sense of loss. She helps him to realize that he will never run and play like other boys, and to deal with this bitter lesson in a positive way. He understands and accepts that "his was a separate life, in which he must find out new work and pleasures for himself." The story makes an important point about pity: one may pity a disabled person on first encountering them, but this is a negative response; the appropriate one is respect and admiration for the way in which they deal successfully with their limitations. The little prince grows up and is restored to his throne. He becomes a much loved ruler, universally respected for his goodness and for the patience and bravery with which he bears his disability. The story, despite the constraints of its genre, shows a constructive acceptance of limitations and emphasizes an active, productive life for the handicapped person.

Recommended

DE ANGELI, MAGUERITE

69 *The Door in the Wall*

Garden City, N.Y.: Doubleday, 1949
120 p. 24 p.
Illustrated by the author

HISTORICAL FICTION/Grades 5-8

In this Newberry Award-winning novel, set in thirteenth century England, Robin, the young son of a great lord falls ill. He is intended to follow the path of a boy of his age and class, but his illness, which leaves him with crippled legs, makes it impossible for him to serve as a page, the first step toward knighthood. Brother Luke rescues Robin from the house in plague-ravaged London and takes him to the hospice of St. Mark's; here Robin, under the tutelage of the monks, convalesces and learns new skills. Brother Luke tells Robin that he has only "to follow the wall far enough and there will be a door in it." Robin finds some of these "doors" and learns to make the best of his disabled condition; he is able to find other ways to demonstrate loyalty and courage than the one which is now impossible for him. Brother Luke tells Robin that "it is better to have crooked legs than a crooked spirit. We can only do the best we can with what we have." This novel deserves its reputation as a modern children's classic; its message is positive and developed by the dramatic story line without lapses into didacticism. Robin is a well-drawn, appealing character, and his story arrests the imagination; the medieval background is authentic and colorful.

Recommended

FANSHAWE, ELIZABETH

70 *Rachel*

Scarsdale, N.Y.: Bradbury, 1977
Unpaged. 16 x 17 cm.
Illustrated by Michael Charlton

FICTION/Grades K-3

Rachel is a small English girl who uses a wheelchair. The full-page, full-color illustrations show her at school, integrated into a regular class, at home, and at play. Rachel's activities with non-handicapped children and with her family are very well-observed and well-drawn; it is clear that she is fully accepted and will not be restricted now or in the future by her physical disability.

Recommended

FASSLER, JOAN

71 *Howie Helps Himself*

Chicago: Albert Whitman, 1975
Unpaged. 24 cm.
Illustrated by Joe Lasker

FICTION/Grades K-3

Howie has one special wish: he wants to move his wheelchair without any help. This is very difficult for him, but at last, after hard work and much

practice he succeeds. The text and pictures give an attractive picture of Howie's daily life, with his family and at his special school. The overall effect is warm and engaging and the factual information presented is excellent.

Recommended

FIRST, JULIA

72 *Flat on my Face*

Englewood Cliffs, N.J.: Prentice-Hall, 1974
95 p. 22 cm.

FICTION/Grades 4-7

Laura is almost twelve and very concerned about her popularity with boys and with the most socially desirable group of girls in her class; her other preoccupation is with baseball. She is an excellent player but can only practice informally with the boys because the Little League will not accept girls. Her older sister, who is socially astute, tries to instruct Laura in how to make her sports-based comradeship with boys into something that will appear to the other girls as a social relationship. Her sister also talks Laura into baby-sitting in her place with Georgie, a boy with severe cerebral palsy. Laura is at first reluctant, but is won over by Georgie's cheerful, attractive personality and his interest in baseball. She arranges for Georgie, and later for some of the handicapped children in his school, to go to some Little League games. This is a great success; it also works to Laura's advantage socially, despite her fears on this point. Unfortunately, this seems to be a more central point than the social treatment of the handicapped children. Georgie is a positively depicted character who is both credible and likeable.

FORBES, ESTHER

73 *Johnny Tremain*

Boston: Houghton Mifflin, 1943
256 p. 20 cm.

HISTORICAL FICTION/Grades 5-8

The young hero of this novel, set in Revolutionary Boston, is a silversmith's apprentice. He is very skillful and promising; his ability and his attitude are resented by the other apprentices and one of them causes Johnny to have an accident with the molten silver he is using. Johnny's hand is burned and disabled by scar tissue; his life and expectations are changed and his skills made useless by his disfigured, stiffened right hand. He becomes involved in the exciting events of the new revolution and after a dramatic series of actions, learns at the end of the novel that it may be possible to restore the use of his hand if he has the courage to endure a painful operation. This well-paced historical novel paints a memorable picture of Boston in these times; its brisk narrative flow carries the reader along and Johnny is an attractive, well-developed character. Its principle flaw is that Johnny's disability is represented as a form of divine punishment; his painful, disabling accident appears to be retribution for both his arrogance about his abilities and for violating the Sabbath. This view of a handicap as deserved is not constructive, and can be a particularly pernicious form of "blaming the victim." This book tells a compelling story but its message about physical handicap is mixed and should be viewed with caution.

GLAZZARD, MARGARET H.

74 *Meet Danny, He's a Special Person*

Lawrence, Kan.: H & H Enterprises, 1978
47 p. 24 x 24 cm.
Photographs by Hank Young

NONFICTION/Grades K-3

Danny is multiply-handicapped. The book begins on a positive note by telling the young reader that Danny goes to school every day "like you do," and goes on to explain Danny's disabilities in simple, appropriate language. Other members of Danny's multiply-handicapped class are introduced and their daily routine described. The text is in large clear type, with a facing full-page photograph for each page of text. A vocabulary list is appended. This is one of a series by the author to explain handicaps to nonhandicapped children.

Recommended

GREALISH, CHARLES A.
GREALISH, MARY JANE VON BRAUNSBERG

75 *Hackett McGee*

Syracuse: Human Policy, 1977
29 p. 19 cm.

FICTION/Grades 5-8

Hacket McGee is in a wheelchair as the result of an early spinal cord injury suffered in an automobile accident. He has some trepidation about

leaving his safe and familiar special school to enter a regular eighth grade class. He does encounter some barriers, both social and physical; but he quickly forms an alliance with a socially in control and admired Black student, Carleton, with whom he shares an interest in chess. Carleton responds on Hackett's behalf to an insensitive substitute teacher with a combination practical joke and put-down that makes a very satisfying adolescent fantasy. The book conveys a good sense of the physical and emotional barriers confronting a young person with a disability entering the mainstream. The design and production of this paperback are unfortunately not equal to its content.

GREALISH, MARY JANE VON BRAUNSBERG
GREALISH, CHARLES A.

76 *Amy Maura*

Syracuse: Human Policy, 1975
32 p. 21 x 27 cm.
Illustrated by Erica Otten

FICTION/Grades 4-7

Amy Maura is nine-and-a-half; she daydreams about changing her name, worries about going to a new school, fantasizes about what she hopes to be like at eighteen, and squabbles with her siblings. She is in a wheelchair, and at the end of the story it is stated but not explained that she has cerebral palsy. The story line shifts abruptly from Amy Maura's normal nine-year-old preoccupations to an implausibly presented sequence of events in which she saves her two baby brothers from their burning bedroom by throwing them out of the window and jumping after them. This is a well-intentioned effort whose execution does not match its intent. The typographical format is difficult to read and the line drawings are unappealing.

Not recommended

GREEN, PHYLLIS

77 *Walkie-Talkie*

Reading, Mass.: Addison-Wesley, 1978
96 p. 23 cm.

FICTION/Grades 5-8

Richie Fassinger is fourteen, two years behind in school, and has exhausted the tolerance of his entire acquaintance by his bad behavior. As he tells his story, a picture emerges of a hyperkinetic, intelligent but self-limiting boy who has, emotionally speaking, painted himself into a corner. He begins to change when, through the medium of his walkie-talkie, he meets Norman, a boy with severe cerebral palsy, and Patty, the college girl who is taking care of Norman while his parents are away. In the course of the summer Richie forms the first solid friendship of his life, and Norman too gains from the relationship. But Richie can't sustain his good behavior, and in a tense and frightening sequence of events Richie reverts to the sort of uncontrolled, malicious behavior which has blighted his life so far, the motivation for which has puzzled him as well as his parents and teachers. Richie's final realization of the damage he has done to himself and Norman is bitter, and his limited self-knowledge and helplessness to change make a poignant end to the story. The depiction of the two boys, each with their own severe but different handicap, is very well-drawn, and their story is memorable and powerfully told.

Recommended

GRIESE, ARNOLD A.

78 *At the Mouth of the Luckiest River*

New York: Crowell, 1973
64 p. 24 cm.
Illustrated by Glo Coalson

HISTORICAL FICTION/Grades 2-5

Talek is an Athabascan Indian boy with a crippled foot; he struggles to be accepted as competent, with all the necessary skills for survival in his harsh environment. The story is set in the Alaska of a hundred years ago and turns on the conflict between the Eskimos and the Athabascans. Talek succeds in discrediting an evil medicine man and prevents a tribal massacre. The plot is suspenseful and contains much information about the native Alaskan peoples and customs, and Talek's personal struggle as a disabled person in a primitive society is presented in believable terms.

GROHSKOPF, BERNICE

79 *Shadow in the Sun*

New York: Atheneum, 1975
182 p. 22 cm.

FICTION/Young Adult

During her summer visit to her aunt on Cape Cod, thirteen-year-old Fran takes on the job of "companion" for Wilma, who is a year older and confined to a wheelchair. Wilma is represented as a bitter, jealous, self-defeating person who alien-

ates herself from her peers by her unpleasant behavior. A narrow escape from danger brought on by her own self-destructive actions brings Wilma to her senses, and she makes a start on accepting both herself and the friendship of others. Wilma is presented as a stereotypic figure combining the worst aspects of the "poor little rich girl" and the malevolent cripple of older fiction; her conversion with the help of the rather colorless Fran is unconvincing.

HARNISHFEGER, LLOYD

80 *Prisoner of the Mound Builders*

Minneapolis: Lerner, 1973
141 p. 22 cm.
Illustrated by George Overlie

HISTORICAL FICTION/Young Adult

In this novel set in prehistoric North America, O-Tah-Wah is a young hunter with a stiff, deformed leg. This birth defect has made him increasingly bitter and angry; he has become a solitary figure, hunting alone, alienated from his tribe. On one of his solitary forays he is captured by the terrifying Mound Builders. This strange and cruel tribe uses slaves to build the huge burial mounds from which they take their name. These slaves are sacrificed and buried in the mounds with dead chiefs to accompany them to the underworld. O-Tah-Wah suffers under the Mound Builders' harsh treatment until he is driven to escape by the death of a chief. He and a giant, bear-like fellow slave, whom he calls Bruin, make the attempt; the novel recounts the dramatic story of their flight, pursued by the Mound Builders and their savage dogs. This is an excellent adventure story, with interesting background detail drawn from American prehistory. O-Tah-Wah, through the medium of his friendship with Bruin and the bond created by their ordeal, becomes less bitter and withdrawn, and learns to control his bad temper and behavior. He survives to become a legendary figure and the founder of the Ottawa Tribe.

Recommended

HUNTER, MOLLIE

81 *The Stronghold*

New York: Harper & Row, 1974
259 p. 22 cm.

HISTORICAL FICTION/Young Adult

Coll, the Master of the Stronghold, is the central figure in this vigorous piece of historical fiction set in ancient Scotland. He has a crippled leg, the result of an injury suffered in early childhood when his people were attacked by Roman raiders. Coll, who is still haunted by the memory of these attacks, has conceived the idea of the Stronghold, a fortification which will thwart a Roman invasion. The tale of how he realizes his plan and defends his homeland against the Romans makes absorbing reading. Coll must cope with the prejudice against the disabled which often appears in such primitive subsistence societies such as his. He also must deal with scepticism about the efficacy of his plans for defense. He is a strong, well-drawn figure, and the picture of the harsh world of ancient Scotland in Roman times is arresting.

Recommended

JONES, RON

82 *The Acorn People*

New York: Bantam, 1977
79 p. 18 cm.
Illustrated by Tom Parker

NONFICTION/Grades 5-8

A young man who has had no previous contact with handicapped children tells of his experience as a summer camp counselor for six boys with different serious physical handicaps. He documents his own progress in changed attitudes and responses; in the course of his diary-like account the children emerge as individuals. The book purports to be non-fiction, but some incidents have the air of having been improved upon. The writing is warm and ingenuous, if at times clumsy.

LITTLE, JEAN

83 *Mine for Keeps*

Boston: Little, Brown, 1972
186 p. 22 cm.
Illustrated by Lewis Parker

FICTION/Grades 3-6

Sally Copeland has cerebral palsy; she has spent most of her time at residential schools, and as the book opens she is on her way to start at a regular school and live at home with her family. The book gives a detailed, sensitive picture of Sally's difficulties in adjusting to both her school, and full-time family life with parents and siblings. Specific incidents deal with the realities of day-

to-day coping with braces, dressing and undressing, physical access, and other aspects of managing a disability. The information is presented incidentally, without becoming a focus; the plot revolves around friendships, and a dog-training project with which Sally becomes involved. Sally and her family and friends emerge in this pleasant novel as well-rounded, appealing characters.

Recommended

LITTLE, JEAN

84 *Springs Begins in March*

Boston: Little, Brown, 1966
156 p. 22 cm.
Illustrated by Lewis Parker

FICTION/Grades 3-6

In this sequel to *Mine for Keeps* the story revolves around Sally Copeland's younger sister Meg. Sally is present in the story and remains a realistically drawn young person with a physical handicap. Meg's personality and problems, and her role as Sally's younger sister, are the focus. This novel should appeal to readers who would like to hear more about the fortunes of the Copeland family.

MACK, NANCY

85 *Tracy*

Milwaukee: Raintree, 1976
30 p. 25 cm.
Photographs by Heinz Kluetmeier.

NONFICTION/Grades K-3

Tracy has cerebral palsy. She uses a wheelchair; we see her getting around her regular school and on the playground with her friends, and at home with her family. Tracy doesn't allow her impaired mobility to stop her from participating to the best of her ability. She speaks directly to the reader about the restrictions of being in a wheelchair, but is quick to point out what she can do as well as her limitations. The photographs, in both color and black-and-white, include some scenes of Tracy working with physical and occupational therapists.

Recommended

NEUFELD, JOHN

86 *Touching*

New York: Phillips, 1970
119 p. 24 cm.
Paperback title: *Twink*

FICTION/Young Adult

Harry is a sixteen-year-old preppie whose father has just remarried; his new wife has two daughters, nicknamed Twink and Whizzer. The book opens with Harry on the way with his parents to Twink's school to meet her for the first time. Twink has severe cerebral palsy. The story describes Harry's response to Twink and his gradual progress toward understanding as he learns Twink's story. Much of the information is told to him by Whizzer, Twink's older sister, who is a bright, attractive independent young woman in her early twenties. This device could, in less competent hands, be awkward; but here the narratives and flashbacks are very effective. Twink's emotional and physical development, her experiences in different institutions, her parents' decisions and their struggles in dealing with the professionals who treat her — all of these elements combine to make a powerful and moving story. The picture of Twink's life is drawn in realistic and uncompromising terms. This novel has a great deal to say about the life of a family with a severely disabled child.

Recommended

NOURSE, ALAN E.

87 *The Bladerunner*

New York: David McKay, 1974
245 p. 21 cm.

SCIENCE FICTION/Young Adult

This novel is set in the twenty-first century. Billy Gimp, so called because of his partially repaired club foot, is a bladerunner. The public health care system has broken down: the qualifications for treatment in a recognized hospital are rigid, and for persons who have been treated more than three times, sterilization is required. Because of these harsh rules, mandated as a result of overpopulation and deteriorating public health with which the government is unable to cope, there is a flourishing traffic in underground medicine: doctors who are willing to do clandestine operations and the underworld figures who supply them with stolen instruments and medication — the bladerunners, who run supplies between the dealers and the doctors. Billy Gimp inhabits this shadowy underworld. The doctor with whom he

works has promised to find an orthopedic surgeon who will repair Billy's foot, but keeps putting Billy off. "Doc" is a true resister who has moral objections to the system; his treatment of Billy comes from an inability to see the bladerunner as a person with needs and feelings rather than from any malevolent manipulation. When an epidemic threatens and Billy sacrifices himself to try to avert the crisis, Doc is forced to take him seriously. He helps Billy to have his operation and to escape from his underground life, with a future career in medicine as a realistic possibility. This is a fast paced, science fiction/disaster novel, with an unusual and oddly appealing central character. The picture of the broken-down future is well-constructed and the underground world of the bladerunners arrestingly drawn.

Recommended

O'DELL, SCOTT

88 *Sing Down the Moon*

Boston: Houghton Mifflin, 1970
137 p. 22 cm.

HISTORICAL FICTION/Young Adult

Bright Morning, a young Navajo girl, tells in simple and moving language the story of the forced relocation of her people from their homeland, Canyon de Chelly in Arizona, to Fort Sumner, New Mexico. At the beginning of her account, she is fourteen; she and another girl are stolen by Spanish slavers and sold as house servants to Spaniards in Mexico. They manage to escape. Near the end of their arduous journey north they meet two young warriors of their own tribe; immediately after, the pursuing Spaniards catch up with them and one of the warriors, Tall Boy, is seriously wounded. As the result of injury, his right arm is paralyzed. He is embittered by his treatment by the men of his tribe; he is no longer a warrior, and his determination to overcome the handicap is weakened by repeated failures. Bright Morning describes the suffering of her people during the forced march to Fort Sumner, and the difficulties of life in the squalid makeshift village which resembles a prison camp. Bright Morning is determined to return to Canyon de Chelly and to marry Tall Boy. With the help of her loyalty and strength he regains his self-respect and competence despite his useless arm; together they return to the canyon and resume the Navajo's way of life in freedom. This is a powerful novel which may be read on several levels; it is a valuable recreation of an important event in Native American history as well as a moving personal narrative.

Recommended

PURSELL, MARGARET SANFORD

89 *A Look at Physical Handicaps*

Minneapolis: Lerner, 1976
Unpaged. 19 x 19 cm.
Photographs by Maria S. Forrai

NONFICTION/Grades 2-5

This book attempts to explain to young children the nature and variety of physical handicaps. Each full page black-and-white photograph is accompanied by a facing page of text, which discusses accidents, birth defects, and illness as causes of physical handicaps, and goes on to make stereotypic, depersonalized generalizations about the social and emotional condition of handicapped persons. The photographs are unlikely to interest a picture book audience and the text is sententious, patronizing and not age-appropriate.

Not recommended

RINKOFF, BARBARA

90 *The Watchers*

New York: Knopf, 1972
130 p. 24 cm.

FICTION/Grades 5-8

Chris is twelve and has earned a reputation in his apartment building as a troublemaker, and at school as a disruptive loner. He tells us that he spends a lot of time watching people — it's safer and you don't get involved. When Sanford, a slightly younger boy, moves into the building, Chris finds himself breaking his rule about involvement: Sanford is obviously another loner and potential people-watcher. He is shy, odd, and in need of protection, which Chris, who is tough and independent, is equipped to give. Sanford has a problem which is left undefined; he has some trouble speaking which is exacerbated by shyness, some muscle trembling and lack of coordination, and he goes to a "special school." He is also extremely over-protected by his parents. Chris helps Sanford, whom he calls Sandy, to achieve more independence and confidence; he himself gains a better self-image through this new relationship. Chris tells his own story and emerges as a strong, troubled but not self-pitying character. The story would be improved by defining Sanford's physical disability and other problems, possibly emotional or learning ones, in more specific terms.

ROBINET, HARRIETTE

91 *Jay and the Marigold*

Chicago: Children's Press, 1976
48 p. 24 cm.
Illustrated by Trude Scott

FICTION/Grades 2-5

Jay is eight years old; he has cerebral palsy, is in a wheelchair and can say only a few words. The book points out Jay's limitations at length and seems to dwell on negative feelings, both Jay's and those of the people around him. Several themes are introduced: the marigold, which appears to symbolize success in the face of adverse circumstances, and Pedro, a Hispanic-American boy discriminated against by neighborhood children. The metaphors employed to carry the book's message are over-elaborate and inappropriate for the age-group for whom the book is intended. The emphasis on Jay's disabilities has a negative effect, and the emotions described are both negative and complex. Pedro's friendship with Jay is based on their shared stigma as members of different outgroups, and is in any case implausible. This little story attempts too much and its excellent intentions are negated by the inept means employed. It is unlikely to appeal to either parents or children.

Not recommended

SANFORD, AGNES

92 *Melissa & the Little Red Book*

St. Paul, Minn.: Macalester Park, 1976
78 p. 22 cm.
Illustrated by Sandy Heinen

FICTION/Grades 2-5

Melissa is a small English girl who is bed-ridden from unspecified causes. We are told that "something had been wrong with her back when she was a baby . . . her body had forgotten how to grow." One day a little red book falls out of the closet onto her bed. It is the Gospel of St. John; a friend of Melissa's mother reads and explains this to Melissa, and a sympathetic priest comes to explain more of the Bible and the life of Jesus. At the book's end, Melissa's health has greatly improved and she surprises her parents by walking a few steps, convincing them that Jesus is indeed present in their lives. The writing style of this sincere little book is extremely stiff and unrelentingly tractarian; the characters are cardboard figures and their dialogue is implausible. The book contains no information of value on the subject of physical handicaps, and its black-and-white line drawings are most unappealing.

Not recommended

SAVITZ, HARRIET MAY

93 *Fly, Wheels, Fly!*

New York: John Day, 1970
89 p. 21 cm.

FICTION/Young Adult

Jeff has been in a wheelchair all his life; Chuck is a high school basketball player who has recently become a paraplegic as the result of an accident. Both boys are troubled and withdrawn, and both are helped to resolve their feelings through an involvement with wheelchair sports. The story suffers from wooden characterizations and a lack of lively dialogue, but contains worthwhile information about wheelchair athletics.

SAVITZ, HARRIET MAY

94 *The Lionhearted*

New York: John Day, 1975
149 p. 21 cm.

FICTION/Young Adult

Rennie, paraplegic as the result of a motorcycle accident, has been admitted to a regular high school. The plot centers on her relationship with Lee and his feelings about her being in a wheelchair. A number of stereotypes are perpetuated: Rennie is outstandingly beautiful which makes up for her handicap, her only friend is a girl with another milder "disability," obesity. Both girls are principally motivated to deal with their separate problems by their wish to be desirable. Both Rennie's mother and her boyfriend want her to use braces and crutches because of their own inability to accept her injury: she looks more "normal" standing up. She overcomes this, but for the most part, characters and emotions are shallowly portrayed. Some good points are made about physical access and the social barriers raised against the physically handicapped.

SAVITZ, HARRIET MAY

95 *On the Move*

New York: John Day, 1973
144 p. 21 cm.

FICTION/Young Adult

The Zippers are a basketball team composed of young men who are in wheelchairs as the result of

a number of different disabling conditions. The story follows the team's wins and losses on the court as they move toward a national competition, and gives a good picture of the social obstacles they must overcome to live independent lives. Characterization and incidents in the plot are somewhat strained, but the novel has the momentum of a sports story and excellent information about the lives of young paraplegics. This is a better effort than the author's previous novel about wheelchair sports.

Recommended

SAVITZ, HARRIET MAY

96 *Wheelchair Champions: A History of Wheelchair Sports*

New York: Crowell, 1978
117 p. 21 cm.
Photographs by Jim McGowan

NONFICTION/Young Adult

This is a well-written, informative book on a subject which deserves more attention. It traces the development of wheelchair athletics both in this country and in international competition, with profiles of outstanding athletes. The wide range of activities available to the wheelchair athlete is described; and the presentation of the events and personalities is illuminating. An index and a list of organizations is included.

Recommended

SOUTHALL, IVAN

97 *Head in the Clouds*

New York: Macmillan, 1972
106 p. 21 cm.
Illustrated by Richard Kennedy

FICTION/Grades 3-6

Ray Plumtree is a dreamy, lonely boy who is recovering from an automobile accident. He is immobilized in a wheelchair, and chafes at this restriction. No one comes to see him; he spends his time in resentful fantasies in which his schoolmates are the victims of his make-believe revenges. We learn that this is the second time that Ray has been struck by a car and that he has overheard a teacher describe him as having his "head in the clouds." Ray's orthopedic problem is temporary but fairly serious; he has broken an arm and both legs, and has "more stitches and patches than a worn pair of pants." There may be physical sequelae of this accident, but Ray's method of dealing with life may present a more serious difficulty in the future. He appears to be a very angry resentful child whose method of coping is immersion in a fantasy life. This dreaminess seems to have gone beyond the bounds of ordinary childish imagination and become a full-time strategy for dealing with the present.

Not recommended

SOUTHALL, IVAN

98 *Let the Balloon Go*

London: Methuen, 1968
142 p. 22 cm.

FICTION/Grades 5-8

John Sumner is twelve years old and "spastic." He goes to a regular school but his cerebral palsy sets him apart; he has very poor coordination, occasional muscle spasms and bouts of stammering. John's most serious problem is not physical, but rather the social and emotional difficulties caused by a highly overprotective mother. She adds to his feelings of isolation and his intense frustration with his physical limitations by severely restricting his activities. John is never left alone. The story recounts one day when he finally persuades his mother to leave him on his own while she goes into Melbourne. He takes advantage of his new freedom to climb dangerously high in a tree, which attracts the attention of the neighborhood and ends in a fall. The dramatic tension in the novel comes from the step-by-step account of John's struggle to get up the tree, which reflects his emotional struggle to escape the constriction of his life. The novel's resolution lies in John's parents' recognition that they must "let the balloon go" and allow John the freedom to take reasonable risks, and in John's sense of having attained the right to be treated like other boys his age.

SPENCER, ZANE
LEECH, JAY

99 *Cry of the Wolf*

Philadelphia: Westminster, 1977
144 p. 21 cm.

FICTION/Young Adult

When Jim Tyler, a young inexperienced driver, loses control of the pick-up truck he is driving, the accident kills his father and leaves him in a wheelchair. Jim has to struggle with his own feelings about being a "cripple" and deal with his new position as his mother's mainstay in running the family ranch. The ranch is in trouble; the plot is principally concerned with the activities of a working ranch and the fight to survive a difficult

winter. Jim's feelings and self-image as an injured person are dealt with in a cursory fashion; there is little information about the nature of his injury or his physical and emotional progress. In a highly dramatic but implausible incident at the book's end, he appears to recover the use of his legs. The novel is chiefly interesting for its portrayal of ranch life.

STEIN, SARA BONNETT

100 *About Handicaps: An open family book for parents and children together*

New York: Walker, 1974
47 p. 23 x 24 cm.
Photographs by Dick Frank

NONFICTION/Grades K-3

Matthew and Joe are friends. Joe has cerebral palsy, and this worries Matthew until he gets a better understanding of what that is. The text gives detailed explanation for parents to use with children or for the older child, and on the same page a simpler information in large print for the younger child to read himself. At the end of the book, Matthew's fears have been dispelled and his and Joe's friendship can proceed unimpeded by their differences. This is a well-organized attempt to promote better understanding of physical handicaps for young children.

Recommended

SUTCLIFF, ROSEMARY

101 *Warrior Scarlet*

New York: Walck, 1966
207 p. 23 cm.
Illustrated by Charle Keeping

HISTORICAL FICTION/Young Adult

This rich and beautifully written novel is set in the South Downs of England in the Bronze Age. Drem, a young boy with a crippled, useless arm, dreams of the time when he will take his place with the men of his tribe and wear the scarlet cloth of a warrior. He struggles against the low expectations which his tribe and even his own family have for one with such disability. He takes as his inspiration Talore, a great hunter who has lost a hand but continues to be a notable figure; Talore responds to the boy by giving him a valuable hunting dog which Drem trains from a puppy to hunt at his side when he attains the longed-for status. After a failure at the initiating hunting trial for his age-group, Drem retires to live in obscurity with the sheep herders; after a thrilling, dangerous series of events he at last proves himself acceptable as worthy of the warrior scarlet of his tribe. The picture of the harsh world of the Bronze Age is vividly realized with memorable characters and striking minor themes, and Drem himself is a compelling figure. The strong, somewhat stylized black-and-white illustrations are a positive addition to this excellent novel.

Recommended

TATE, JOAN

102 *Ben and Annie*

Garden City, N.Y.: Doubleday 1974
78 p. 21 cm.
Illustrated by Judith Gwyn Brown

FICTION/Grades 3-6

Ben and Annie are friends: he is an active, social eleven-year-old; she is a fragile thirteen, confined to a wheelchair with a debilitating, progressive muscular disease. They have nightly conversations on an intercom between their rooms and play table games. Ben takes Annie on little excursions; now he wants to take her to the park with his friends. Ben really likes Annie; at first his friends are reluctant but soon accept her presence, and she enjoys the new contacts and expanded physical scene. One day when they are playing a game with Annie in her chair, an adult mistakes their boisterous game, which is making Annie shriek with delight, for sadistic teasing of the "poor crippled girl". Incredibly both Ben's and Annie's parents unquestionably accept this stranger's version of what went on and break off all contact between the two friends, leaving Annie to spend her days alone in her room. The friendship between the two children is warmly and realistically worked out, but the story's resolution is abrupt, unsatisfying and unrelievedly depressing.

WEIK, MARY HAYS

103 *The Jazz Man*

New York: Atheneum, 1966
42 p. 24 cm.
Illustrated by Ann Grifalconi

FICTION/Grades 2-5

Zeke is a nine-year-old Black boy with a limp; one leg is "a mite shorter than the other." He lives on the top floor of a Harlem brownstone, and his world seems to be limited to the view from his windows. One day the man he comes to call the "Jazz Man" moves in across the court

with his piano. Jake's world is expanded by the music made by the Jazz Man and his friends, but at the same time his home begins to disintegrate under the strain of life in poverty. First his mother, who goes out to work, doesn't come home. His out-of-work father copes for a while but then comes home infrequently and subsists in semi-abandonment with some help from neighbors. In a final dream-like sequence in which reality and fantasy are entwined, Zeke leaves his room and finds the Jazz Man playing in a tavern. When he awakes both his parents have returned and he is wrapped in their warmth and love. It is unclear whether or not this happy ending is real or a continuation of his dream. The style of this book is both lyrical and vigorous, but its message is obscure. It is illustrated with graphically interesting woodcuts which may have more appeal for adults than for children.

WITTER, EVELYN

104 *Claw Foot*

Minneapolis, Minn.: Lerner, 1976
66 p. 23 cm.
Illustrated by Sandra Heinen

HISTORICAL FICTION/Grades 4-7

Claw Foot is a Sioux Indian boy, the son of a chief, Hurries-to-War. He wants desperately to earn a new name for himself to replace his given name, which signifies the stigmatizing weakness of his gnarled and twisted foot. The story of how he achieves the act of courage which entitles him to both a warrior's status, and to a new name which commemorates his intelligence rather than his physical defect, is a well-executed adventure tale.

Recommended

WOLF, BERNARD

105 *Don't Feel Sorry for Paul*

Philadelphia: Lippincott, 1974.
94 p. 21 x 26 cm.
Photographs by the author.

NONFICTION/Grades 3-6

Paul was born without parts of both hands and feet. This sensitive documentary study of two weeks in his life shows in excellent black-and-white photographs, with a detailed, accurate text, that there is indeed no need to feel sorry for Paul. He is leading a full, active life with a warm, responsive extended family who allow him freedom to grow and to encounter the world directly. There are informative sequences of photographs showing orthopedic examinations and fittings, and of Paul managing his prostheses unassisted.

Recommended

ANDERS, REBECCA	106	*A Look at Mental Retardation*
BALDWIN, ANNE NORRIS	107	*A Little Time*
BRIGHTMAN, ALAN J.	108	*Like Me*
BROWN, ROY	109	*Escape the River*
BYARS, BETSY	110	*The Summer of the Swans*
CARPELAN, BO	111	*Bow Island*
CARPELAN, BO	112	*Dolphins in the City*
CLEAVER, VERA & BILL	113	*Me Too*
CUMMINGS, BETTY SUE	114	*Let a River Be*
FASSLER, JOAN	115	*One Little Girl*
FRIIS-BAASTAD, BABBIS	116	*Don't Take Teddy*
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GLAZZARD, MARGARET H.	118	*Meet Lance, He's a Special Person*
GROLLMAN, SHARON H.	119	*More Time to Grow*
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KONIGSBURG, E. L.	122	*Father's Arcane Daughter*
LARSEN, HANNE	123	*Don't Forget Tom*
LASKER, JOE	124	*He's My Brother*
LITTLE, JEAN	125	*Take Wing*
LONG, JUDY	126	*Volunteer Spring*
LUIS, EARLENE, & MILLAR, BARBARA	127	*Listen, Lissa!*
MACE, ELISABETH	128	*Out There*
MELTON, DAVID	129	*A Boy Called Hopeless*
OLMINSKY, ELLEN	130	*Jon O.: A Special Boy*
PLATT, KIN	131	*Hey, Dummy*
REYNOLDS, PAMELA	132	*A Different Kind of Sister*
RODOWSKI, COLBY F.	133	*What About Me?*
SHYER, MARLENE FANTA	134	*Welcome Home, Jellybean*
SMITH, GENE	135	*The Hayburners*
SOBOL, HARRIET LANGSAM	136	*My Brother Steven is Retarded*
SPENCER, ELIZABETH	137	*The Light in the Piazza*
WALKER, PAMELA A.	138	*Twyla*
WRIGHTSON, PATRICIA	139	*A Racecourse for Andy*

ANDERS, REBECCA

106 *A Look at Mental Retardation*

Minneapolis: Lerner, 1976
Unpaged. 19 x 19 cm.
Photographs by Maria S. Forrai

NONFICTION/Grades 2-5

This book presents in black-and-white photographs, with a facing page of text, an explanation of mental retardation for young children. The illustrations are unappealing and not always closely tied to the text, which is both unclear and too complex. The tone of this exposition is impersonal, patronizing, and unnecessarily negative in outlook. Mental retardation is a difficult concept to explain clearly to children, but there are better efforts available.

Not recommended

BALDWIN, ANNE NORRIS

107 *A Little Time*

New York: Viking, 1978
119 p. 22 cm.

FICTION/Young Adult

This is a story of life in a family of five children; the next-to-last child, Mattie, is a four-year-old boy who has Down's Syndrome. The novel is written from the point of view of Sarah, his ten-year-old sister. It gives a realistic picture of the strains placed on her, and on the two older girls who are fifteen and twelve; and also shows the effect on the behavior of the youngest child, Peter, who is two. When Mattie is sent to a foster home for a stay when his mother is ill, the whole family has the opportunity to reassess their feelings: the children have a trial at being members of a "normal" family and the parents reconsider their original decision to keep Mattie at home. This respite period is valuable for everyone, and when family unity is restored all the children have gained in maturity. The difficulties of a family with a handicapped child, and their struggles and rewards, are depicted warmly, without undue lapses into sentimentality.

Recommended

BRIGHTMAN, ALAN

108 *Like Me*

Boston: Little, Brown, 1976
Unpaged. 20 x 20 cm.
Photographs by the author.

NONFICTION/Grades K-3

This little book uses a simple rhyming text and outstandingly beautiful and sensitive color photographs to explain what the word retarded means. A young boy talks about being "like me" — slow to learn — about how it feels, how it works, what it means to him and his friends: "As you get to know us / You'll see what I mean / But you won't see the word / On our faces." Words and pictures make clear to the young reader that "like me" is also "like you" in many important ways. This is an exemplary treatment of mental retardation, entirely appropriate for young children.

Recommended

BROWN, ROY

109 *Escape the River*

New York: Seabury, 1972
160 p. 22 cm.

FICTION/Grades 5-8

This is a fast-paced, suspenseful adventure novel set on and around the Thames River. Paul and Kenny Nolan help in their free time with the family towing and haulage business. Kenny is fourteen, big for his age and mentally retarded; Paul is a bright grammar school boy of twelve, who is handy around boats and can run the firm's launch unassisted. Paul's deep attachment to Kenny is an important theme in the story. The novel presents a warm, positive picture of the brothers' relationship, along with the verve of a good action novel set in an interesting locale.

Recommended

BYARS, BETSY

110 *The Summer of the Swans*

New York: Viking, 1970
142 p. 22 cm.
Illustrated by Ted CoConis

FICTION/Young Adult

When the swans come to the pond near the Godfrey's house, Sara's younger brother Charlie is fascinated by them. Charlie is ten years old, retarded and nonverbal; he seems a gentle, shadowy child, accepted with warmth and naturalness by his atypical family. When Charlie tries to find the swans again by himself, he becomes lost. In the course of her search for him, Sara learns about herself and makes some progress out of her adolescent turmoil. The story is centered on Sara's emotions and relationships, but Charlie is an appealing if somewhat ill-defined figure.

Recommended

CARPELAN, BO

111 *Bow Island*

New York: Delacorte, 1971
140 p. 21 cm.
Translated from the Swedish by Sheila La Farge

FICTION/Young Adult

Twelve-year-old Johan tells us about a summer spent with his parents on the Baltic coast, near Bow Island. He comes to know and to learn how to interact with Marvin, who is twenty, mentally retarded, and lives with his mother on the island. The physical setting adds much to the story: the wooded seacoast is described in a dreamy, almost visionary way which enhances the portrayal of Marvin's character and behavior. Marvin is believable as a mentally retarded person; he and the other major characters are sympathetic and realistic. This is an unusual and memorable novel.

Recommended

CARPELAN, BO

112 *Dolphins in the City*

New York: Delacorte, 1976
145 p. 22 cm.
Translated from the Swedish by Sheila La Farge

FICTION/Young Adult

Johan, the introspective young narrator of *Bow Island*, continues the story of Marvin in this sequel. He and his mother Gerda have had to leave the island and move to the city; all through the long dark Finnish winter the characters struggle with their changed lives. Johan tries hard to make a place for Marvin in his own city life. Both boys are changing; Johan is gaining a thoughtful maturity and Marvin reveals a greater complexity of character as he tries to cope with the greater demands of the city. The story ends with the opening of a way for Gerda and Marvin to return to the seacoast, which is so important an element in both novels. Sheila La Farge has given the books a flowing, lyrical contemporary translation.

Recommended

CLEAVER, VERA AND BILL

113 *Me Too*

Philadelphia: Lippincott, 1973
158 p. 21 cm.

FICTION/Grades 5-8

Lornie and Lydia Birdsong are twins; Lydia is an independent, resourceful twelve-year-old and Lornie is retarded. This summer is going to be different: their father leaves the family, and Lornie comes home from her special school for the whole summer instead of only on weekends. Lydia has the responsibility for Lornie's daily supervision, and she determines that she will succeed in making Lornie learn. A near-disaster is necessary before the strong-minded Lydia can accept the realities of Lornie's capacities and reconcile herself to the loss of both her father and her ideas about her sister. Lornie emerges as a strong character in her own right, and the evocation of the Southern small-town summer is entertaining.

CUMMINGS, BETTY SUE

114 *Let a River Be*

New York: Atheneum, 1978
195 p. 22 cm.

FICTION/Young Adult

Ella Richards is old, tough, eccentric and deeply committed to preserving the ecology of the great Florida river which is the central focus of her life. One day a young man appears out of the swamp; he is wild and ragged and the only name he knows is Reetard. Ella takes him in. He improves in her care and becomes a valuable ally in her struggle against the land developers who are destroying the river. Reetard's arrested development appears to be the result of extreme neglect and the worst sort of institutional life; his transformation through Ella's love and attention is too complete to be wholly believable. Ella herself is an admirable individual and her story is moving and memorable.

FASSLER, JOAN

115 *One Little Girl*

Behavioral Publications, 1969
Unpaged. 24 cm.
Illustrated by M. Jane Smyth

FICTION/Grades K-3

Laurie is "somewhat retarded". She is given some tests by a doctor, who reports to her parents that she is "a little bit slow at some things . . . a little bit fast at other things," but "most important . . . Laurie seems quite happy to be herself." The effect of this somewhat vague labeling is positive: parents and teachers "pay more attention to what she can do . . . give her a chance to be herself." This simplified portrait of

a retarded or delayed child is warm in tone and positive in intention, but the information is vague and likely to be more confusing than useful. The two-color illustrations are undistinguished and add little to the content.

Not recommended

FRIIS-BAASTAD, BABBIS

116 *Don't Take Teddy*

New York: Scribner's, 1967
218 p. 22 cm.
Translated from the Norwegian by Lise Sømme McKinnon

FICTION/Young Adult

Mikkel feels responsible for his older brother Teddy who is fifteen and mentally retarded. He worries that his parents will respond to the strains on the family and other social pressures by sending Teddy to an institution. When Teddy, by misunderstanding, injures another boy in a ball game, Mikkel determines to save Teddy by running away with him to the mountains. In the course of this exhausting and often frightening adventure, Mikkel achieves a better understanding of his brother's problems and begins to develop a more mature acceptance of Teddy's place in the family and in the future. This well-translated, insightful book faithfully portrays the pressures on the family of a retarded child and the special concerns of the siblings of the handicapped.

Recommended

GARRIGUE, SHEILA

117 *Between Friends*

Scarsdale, N.Y.: Bradbury, 1978
160 p. 22 cm.

FICTION/Young Adult

Jill is a new girl in town, and eager to make friends. Her social problems arise from the insensitivity of the group of girls whose acceptance she wants. They are intolerant of Dede, with whom Jill develops a limited friendship. Dede has Down's Syndrome; there are some worthwhile scenes of Jill's visits to Dede's special school and of her conversations with Dede's mother. Dede is likeable and not implausible as a character, but she is principally a plot device used to help Jill mature and exhibit understanding and social responsibility. When this has been accomplished, the problem of Jill's continuing the friendship is solved by Dede's convenient removal from the scene.

GLAZZARD, MARGARET H.

118 *Meet Lance, He's a Special Person*

Lawrence, Kans.: H & H Enterprises, 1978
43 p. 24 x 24 cm.
Photographs by Hank Young

NONFICTION/Grades K-3

This book presents a clear, positive picture of a class of mentally retarded children, with a focus on Lance, who has Down's Syndrome. The text emphasizes that the retarded child learns in much the same way as the child for whom the book is intended may learn, but more slowly. Lance may try some new ways of learning, but similarities are pointed out, and the idea that mentally retarded means "slow to learn" is well conveyed. There is a facing full-page photograph for each page of large, clear type, and a vocabulary list is appended. This is one of a series by the author to explain handicaps to nonhandicapped children.

Recommended

GROLLMAN, SHARON HYA

119 *More Time to Grow*

Boston: Beacon, 1977
98 p. 21 cm.
Illustrated by Arthur Polonsky

NONFICTION/Grades 3-6

This book is intended for use with children to explain the condition of mental retardation. The first section is a children's story, illustrated with black-and-white line drawings, about nine-year-old Carla and her five-year-old brother Arthur, who is retarded. Carla's emotions and understanding of Arthur's retardation are the focus of the narrative, which has little story line and is essentially didactic. The story is followed by a list of "questions to think about" and activities for children which reinforce the message about retardation. The final section is "A Guide for Parents and Teachers" by Robert Perske, with a list of additional resources appended. This sincere and well-intentioned effort could be a start for the adult who wants to acquaint children with this disability.

HIRSCH, KAREN

120 *My Sister*

Minneapolis, Minn.: Carolrhoda, 1977
Unpaged. 19 x 19 cm.
Illustrated by Nancy Inderieden.

FICTION/Grades K-3

The brother of a retarded girl talks about his feelings for his sister and about what it is like having her in their family. The tone is on the whole frank and positive. The explanation of her retardation is vague: her brain "was hurt when she was born"; the illustrations appear to be of a Down's Syndrome child. The cover and illustrations are unlikely to appeal to a picture book audience.

Not recommended

KLEIN, GERDA

121 *The Blue Rose*

New York: Lawrence Hill, 1974
Unpaged. 23 cm.
Photographs by Norma Holt

NONFICTION/Grades 3-6

This book presents a retarded child named Jenny. It attempts to explain her condition by a great many strained comparisons which are unclear and inappropriate, often saccharine, and occasionally incorrect. For example: ". . . a kitten without a tail hears better." These metaphors emphasize Jenny's separateness and need for protection. Many of the photographs show Jenny alone, staring into space, looking troubled. The ultimate effect is confusing and sentimental, and, for the most part, negative.

Not recommended

KONIGSBURG, E. L.

122 *Father's Arcane Daughter*

New York: Atheneum, 1977
118 p. 22 cm.

FICTION/Young Adult

Winston Carmichael and his little sister Heidi live the sheltered, formal life of children of the very rich; they are especially restricted because their older half-sister Caroline was kidnapped seventeen years before at the age of seventeen. There are two strands to this tangled plot: is the woman who appears at their door the real Caroline, and what is wrong with Heidi? Heidi is described as "special"; she is clumsy, has appalling table manners, and erratic social behavior. Neither the explanation of her ill-defined disability nor the plot revolving around Caroline's identity is given a plausible resolution.

Not recommended

LARSEN, HANNE

123 *Don't Forget Tom*

London: A. & C. Black, 1974
Unpaged. 22 cm.
Illustrated with photographs
Translated from the Danish by Peggy Blakely

NONFICTION/Grades K-3

Tom is a very appealing, blond six-year-old Danish boy who is retarded. The excellent color photographs introduce Tom and his family and take the reader along through Tom's day. The emphasis is on what Tom can do, and the explanation of how being retarded affects his daily life is clear and appropriate for the book's age level.

Recommended

LASKER, JOE

124 *He's My Brother*

Chicago: Albert Whitman, 1974
Unpaged. 24 cm.
Illustrated by the author

FICTION/Grades K-3

A young boy describes his brother Jamie, who is slow to learn and doesn't get on well socially. The emphasis is on Jamie's incapacities, and the positive qualities mentioned are bland and stereotypic. A note at the end tells us that Jamie is not retarded, but "suffers from 'the invisible handicap'" which appears to mean developmental delay. This is not at all clear from the story, which could as well be used to describe a retarded child. The illustrations, in both full color and black-and-white, are pleasant.

Not recommended

LITTLE, JEAN

125 *Take Wing*

Boston: Little, Brown, 1978
176 p. 21 cm.
Illustrated by Jerry Lazare

FICTION/Grades 3-6

Laurel feels responsible for her little brother James, who is slow to learn and socially dependent. Her parents don't seem to recognize his problems; it is only when her aunt takes over the family during her mother's illness that James' difficulties are brought into the open and dealt with effectively. Laurel must relinquish her role as protector and spend more time coping with her own social problems. Laurel's feelings about her brother and their mutual dependency are

realistically set out and satisfactorily resolved. Her story contains many elements found in the lives of brothers and sisters of retarded children.

Recommended

LONG, JUDY

126 *Volunteer Spring*

New York: Dodd, Mead, 1976
126 p. 21 cm.

FICTION/Young Adult

Jill has volunteered along with several other girls in her ninth-grade class to work at a state hospital for the mentally retarded; she is unprepared for what she sees in her first visit and has serious doubts about continuing, but summons the emotional control to persevere. Even though the realities are far from her original daydreams about her own unselfishness and nobility in bringing love to the retarded, she achieves a more down to earth satisfaction in her volunteer work. The novel is principally concerned with Jill's emotions and her attainment of a more mature acceptance of the demands of working with institutionalized retarded persons.

LUIS, EARLENE
MILLAR, BARBARA

127 *Listen, Lissa!*

New York: Dodd, Mead, 1968
144 p. 21 cm.

FICTION/Young Adult

In this story, subtitled "A Candy Striper Meets the Biggest Challenge," fifteen-year-old Melissa belongs to a volunteer group interested in community health problems. Her brother Joey is a life-long friend of Artie, a retarded boy who lives next door; both boys are eleven. There are a number of strands in the plot of this poorly constructed novel: the struggle of Artie's parents with the decision to institutionalize him, Joey's inability to accept that his friend is to be "put away," Lissa's involvement with her volunteer work which seems to have little substance, and her attempt to educate her friends and neighbors about mentally handicapped people. Lissa's interests cause friction between her and her boyfriend, but he is won over and becomes involved in teaching swimming to retarded boys. Joey comes to accept that his friend Artie is better off in the training school to which his parents send him. Lissa also participates in "patterning" a brain-damaged child and is successful in organizing others for this activity. The training school is idealistically depicted and Lissa experiences remarkably few difficulties in her efforts to raise awareness and organize people for action. The writing style of this well-intentioned but muddled effort is pedestrian, and the information is qualitatively uneven.

Not recommended

MACE, ELISABETH

128 *Out There*

New York: Greenwillow, 1978
181 p. 22 cm.

SCIENCE FICTION/Young Adult

In this novel set in Great Britain in the future, a major disaster has seriously reduced the population and has fragmented civilization. A young boy, who has no name or past, is about to leave the factory-like, severely regimented school for "out there," where he will assume what will become his adult work-role. This promise of adult independence is a cruel delusion. He has an older brother who is mentally retarded. Because of this brother, who is not considered capable of assuming an adult position, the boy is denied a chance to become a hunter, fisher, or herder. He is made responsible for his brother and they are sent to a quarry, controlled by a brutal overseer, where the young people are treated with degrading and incomprehensible cruelty. The boy, who is given the number Eleven (his brother is now called Thirty) manages to escape from this place of despair. With some others he and his brother begin a harsh journey toward a place in the north where people are rumored to live freely. Eleven attains his goal in the end, but his brother dies on the journey. The retarded boy never emerges as a character, and his relationship with his brother is undeveloped. There is a poignant moment when Thirty is killed, and Eleven buries his brother in a hiding place which resembles the one in which Thirty used to feel safe. This novel of the future is bleak in tone, with confused, often mystifying, action and characters.

MELTON, DAVID

129 *A Boy Called Hopeless*

Independence, Miss.: Independence Press, 1976
321 p. 21 cm.

FICTION/Grades 5-8

Jeremiah Rodgers is a brain-injured child. His fifteen-year-old sister, M.J., narrates the story of Jeremiah's successful treatment following the plan of the Institutes for the Achievement of

Human Potential. The author, himself the father of a brain-injured boy, has written a detailed description of this controversial method of treatment and the demands it makes on the family. M.J. occasionally comes alive in her diary account, but the book remains a tractarian effort *rather than an imaginative work of fiction.*

Not recommended

OLMINSKY, ELAINE

130 *Jon O.: A Special Boy*

Prentice-Hall, 1977.
Unpaged. 24 cm.
Photographs by Dennis Simonetti

NONFICTION/Grades 2-5

Jon O. was born with Down's Syndrome; he is now an active, outgoing boy of about eight. The excellent black-and-white photographs show him at school and at play, and with his two brothers, with whom he clearly has a good relationship. Jon's retardation is explained in lucid, appropriate language with an emphasis that is warm and positive. He is shown as a whole child, functioning in school and as a family member despite the "differentness" resulting from his disability.

Recommended

PLATT, KIN

131 *Hey, Dummy*

Philadelphia: Chilton, 1971
169 p. 21 cm.

FICTION/Young Adult

Twelve-year-old Neil finds himself becoming involved in the life of a brain-injured boy a year older than himself who is an object of derision and the butt of cruel teasing by other children. Neil's friends can't understand his protection of the "dummy"; his interest creates serious problems for him with his friends and with his unsympathetic family. Neil himself is confused about his compassionate feelings and his desire to understand what the "dummy's" world is like; his involvement becomes stronger and, as the novel builds to its powerful conclusion, out of control. This is an absorbing story, but the portrayal of the handicapped boy and his sister is questionable: the retarded boy seems to be functioning on too low a level to be in a regular classroom, and his withdrawn sister, who won't speak but "gets good grades without really trying" is labeled autistic, which is doubtful. The book's conclusion can be interpreted as perpetuating a dangerous and primitive misconception about the retarded.

Not recommended

REYNOLDS, PAMELA

132 *A Different Kind of Sister*

New York: Lothrop, Lee & Shephard, 1968.
192 p. 22 cm.

FICTION/Grades 5-8

Sally's life revolves around her desire to enter the world of riding and show jumping; her summer plans center on acquiring her own horse and becoming one of the group of twelve-year-old girls who ride at Gun Hill Stables. These plans are disrupted and her social acceptance endangered by the return home from an institution of her older sister, Debbie, who is eighteen and retarded. While the character of Debbie is not completely unrealistic, she remains a stereotype whose actions are chiefly interesting as a plot device. This novel is an undistinguished horse story for preadolescent girls, with a retarded girl as an ornamental figure.

Not recommended

RODOWSKI, COLBY F.

133 *What About Me?*

New York: Watts, 1976
132 p. 22 cm.

FICTION/Young Adult

"What about me?" is the question of Dorrie, a typically self-absorbed adolescent. She has a younger brother who has Down's Syndrome: her narrative is a frank expression of the strong, often negative feelings that the siblings of the retarded may experience and have difficulty dealing with. The emphasis of the novel is on Dorrie's feelings and on family interaction rather than on the retarded child. Some may feel that the portrayal of the younger brother is unnecessarily unattractive, but the book draws a very clear picture of the great strains placed on the family unit by a handicapped child.

SHYER, MARLENE FANTA

134 *Welcome Home, Jellybean*

New York: Scribner's, 1978
152 p. 22 cm.

FICTION/Young Adult

Geraldine Oxley is thirteen, brain-injured and retarded since birth, and has spent nearly all of her life in institutions. Her brother Neil, a year

younger, narrates the story of what happens when their parents bring Gerri home to stay. Gerri's progress in learning to live in a family is a series of believable, sometimes amusing, more often poignant events. These incidents convey the serious strains and hardships, and the small hard-won victories, of a family in this difficult situation.

Recommended

SMITH, GENE

135 *The Hayburners*

New York: Delacorte, 1974
64 p. 24 cm.
Illustrated by Ted Lewin

FICTION/Grades 5-8

As a 4-H Club summer project, Will has taken on the fattening and grooming of a steer which will be auctioned to a meat packer in the fall after judging. The luck of the draw has given him an inferior animal; he is thoroughly disgusted with the idea that he has commited his summer to raising an animal which has no chance of winning an award and bringing a good price. Will's upper-middle-class parents have hired a mentally retarded man from the state institution to do chores for the summer. Both Joey, the gentle, mentally very slow, hard-working man, and the ill-endowed steer have been labeled "hayburners" — not worth their feed. In the course of the summer Joey demonstrates his value as a person and develops the steer into a better animal than anyone thought possible. His example gives Will, who is a self-centered, somewhat spoiled boy, an important insight. He realizes the full impact of this only later in life when he reflects on Joey and the events of that summer. Ted Lewin's excellent illustrations add much to the novel's effect.

Recommended

SOBOL, HARRIET LANGSAM

136 *My Brother Steven Is Retarded*

New York: Macmillan, 1977.
26 p. 24 cm.
Photographs by Patricia Agre

NONFICTION/Grades 2-5

Eleven-year-old Beth talks about her brother Steven who is brain-injured since birth. There is little attempt to present a positive picture of Steven; the book's focus is on Beth and her feelings. She talks frankly about how having Steven in the family affects her and her relationships with parents and friends. The thoughts and emotions expressed, however negative, do reflect some of the concerns of siblings of retarded persons.

SPENCER, ELIZABETH

137 *The Light in the Piazza*

New York: McGraw-Hill, 1960
110 p. 21 cm.

FICTION/Young Adult

This novella, which first appeared in *The New Yorker*, revolves around the central concern in Mrs. Johnson's life, the future of her daughter Clara. Clara sustained a head injury in childhood which has arrested her mental development at age ten, her age at the time of the accident. Clara is dazzlingly beautiful and socially well trained, so that her mental incapacity is not immediately apparent. She and her mother are traveling in Italy. In Florence, Clara meets and falls in love with a young Italian, who returns her love and wants to marry her. Mrs. Johnson's dilemma is whether or not to inform his family of her daughter's disability. The problem is resolved between Mrs. Johnson and the young man's father, and the match is given parental blessings from both sides. This little melodrama is full of cliches and misinformation. In addition to its inherent improbability, it perpetuates a number of stereotypes concerning the "Italian nature," the role of women in society, and the idea that a disability automatically carries with it certain ascribed "compensations."

Not recommended

WALKER, PAMELA

138 *Twyla*

Englewood Cliffs, N.J.: Prentice-Hall, 1973
125 p. 22 cm.

FICTION/Young Adult

This unusual novel begins with a brief note from Wally Bell, with the news clipping describing Twyla's fatal car accident. There follows Twyla's letters to Wally which recount the course of her hopeless infatuation for him. Twyla emerges as an ignorant, pathetic, self-deluded person with a low intelligence and a background of cultural deprivation. She is made the butt of cruel hoaxes by her fellow high school students, and her gullibility and strivings to improve herself and make a place for herself in the social scene are painful reading. Her semi-literate letters to Wally, reproduced with typos and misspellings, bring her to life. When she discovers that her most

cherished dream is only another hoax perpetrated on her by the loutish, insensitive high school boys, she succumbs to despair. Her last letter to Wally makes clear that she has given up on herself, and that the car crash was intentional. This is a powerful novel which is not easy to read; the picture it presents of a social loser, who is to some extent mentally and emotionally handicapped, is unrelievedly depressing.

WRIGHTSON, PATRICIA

139 *A Racecourse for Andy*

New York: Harcourt, Brace, 1968
156 p. 22 cm.
Illustrated by Margaret Baker

FICTION/Grades 4-7

Andy's retardation has gradually separated him from the boys he has grown up with in Sydney. He still tries to join in their games and they are friendly toward him, but it is increasingly difficult for him to understand their activities. The game which defeats him is one in which the boys pretend to own and trade various pieces of property, like the police station and the public library. Andy takes this seriously; one day when a tramp offers to "sell" him the racecourse, he buys it for three dollars. The book describes Andy's concern for and efforts to maintain his "property" and his friends' attempt to convince him that he doesn't really own the racecourse and to keep him out of trouble. The problem is happily resolved when Andy, who has become a nuisance at the course through his earnest activities, is persuaded to "sell" the racecourse back to the stewards. Andy's friends show an admirable concern for his feelings and well-being. This is a well-written story with a positive presentation of a mentally handicapped boy; it makes clear that he needs to be taken seriously as well as protected.

Recommended

Learning Disabilities

ALBERT, LOUISE 140 *But I'm Ready To Go*

CORCORAN, BARBARA 141 *Axe-Time, Sword-Time*

GLAZZARD, MARGARET H. 142 *Meet Scott, He's a Special Person*

KRAUS, ROBERT 143 *Leo the Late Bloomer*

PEVSNER, STELLA 144 *Keep Stompin' Till the Music Stops*

SMITH, DORIS B. 145 *Kelly's Creek*

SWARTHOUT, GLENDON, & SWARTHOUT, KATHRYN 146 *Whales to See the*

ALBERT, LOUISE

140 *But I'm Ready to Go*

Scarsdale, NY: Bradbury, 1976
230 p. 23 cm.

FICTION/Young Adult

Judy Miller is fifteen and in a ninth-grade "slow" class; her only real friend is Larry who goes to a "special" class at another school. Both have learning disabilities which are reflected in social problems. Judy's story involves a number of difficulties which she must work out: her perception of her place in the family as the justly neglected one, her relationship with her bright, popular younger sister, her longing to be distinguished as special rather than different, and the decision about whether to struggle on in public school or transfer to one with classes for learning disabled students, at the risk of being labeled "weird." The nature of the learning disabilities is not outlined with any exactness; both Judy and Larry are better at some things than others. The emotions, and the social and family problems of young people with this form of difficulty, are well described.

CORCORAN, B.

141 *Axe-Time, Sword-Time*

New York: Atheneum, 1976
204 p. 22 cm.

FICTION/Young Adult

Elinor is eighteen and, as the result of a head injury at the age of ten, has learning problems. She should be graduating from high school and fulfilling her parents' expectations by going to college; because of her poor performance, it has been recommended that she repeat her last year of high school. The novel is set in New England on the eve of World War II. Elinor is intensely frustrated by her learning problems and has a great desire for independence and recognition as a competent, responsible person. Her doctor father and her mother have arrived at an impasse in their marriage; they separate, which is disturbing to Elinor but also gives her an opportunity to assert herself. Through volunteer work as a plane spotter, she discovers a way of dealing with her learning disability, and finds the courage to go on to a responsible job in a war plant. This is an authentic story of a young person's struggle for the right to enter adulthood, and the recreation of America on the verge of war is excellent.

Recommended

GLAZZARD, MARGARET H.

142 *Meet Scott, He's a Special Person*

Lawrence, Kans.: H & H Enterprises, 1978
47 p. 24 x 24 cm.
Photographs by Hank Young

NONFICTION/Grades K-3

Scott is a first-grader with a learning disability. This book gives a lucid explanation of this difficult topic in simple, appropriate language. Differences in learning styles are pointed out, with good examples; and various teaching techniques used to help learning disabled children are well described. For each page of large, clear type there is a facing full-page photograph. A vocabulary list is appended. This is one of a series by the author to explain handicaps to nonhandicapped children.

Recommended

KRAUS, ROBERT

143 *Leo the Late Bloomer*

New York: Windmill, 1971
Unpaged. 31 cm.
Illustrated by Jose Aruego

FICTION/K-3

In this bright, charming picture book, Leo the tiger cub just can't do anything right: he can't draw, can't write, never says a word, and is a sloppy eater. His father worries but his mother says that Leo is a "late bloomer." And sure enough, given time, Leo does bloom. This very simple, appealing book can be used with very young children to express the idea that different children develop at different speeds and that some children need more time and understanding.

Recommended

PEVSNER, STELLA

144 *Keep Stompin' Till the Music Stops*

New York: Seabury, 1977
136 p. 22 cm.

FICTION/Grades 4-7

Members of three generations of twelve-year-old Richard's family are converging on the home of his great-grandfather in Galena, Illinois. The unspoken purpose of this gathering is to make some arrangement for the old man whom the adults feel should no longer live alone. The difference in attitudes and the relationships between generations and different groupings within the family are well presented. Richard, who has a learning

disability, makes contact with the cousins his age, works out some of his conflicts with his father which arise from his father's attitude toward Richard's school problems, and achieves a new understanding of his own identity through his feelings for his great-grandfather. The old man demonstrates himself more than equal to his genuinely concerned children and grandchildren, and retains control of his life to bring the novel to a satisfying conclusion. Richard, from whose perspective the story is presented, is a well-drawn figure, with an accurately represented learning disability as one aspect of his character.

Recommended

SMITH, DORIS BUCHANAN

145 *Kelly's Creek*

New York: Crowell, 1975
69 p. 21 cm.
Illustrated by Alan Tiegreen

FICTION/Grades 3-6

Nine-year-old Kelly has a learning diability: he is badly coordinated, with fine-motor and perception problems which seriously affect his school performance. Kelly has an absorbing interest in the creek and the tidal marsh behind his house. His parents feel that he wastes too much time there instead of concentrating on school work. With the help of a sympathetic college student who is studying the marsh, Kelly is able to demonstrate that his interest is serious and that he is acquiring genuine knowledge about the ecology and wild life of the marsh. He demonstrates this at school and shares his interest with another boy with whom he wants to be friends; at the end of the story he has gained a friend, better feelings about himself, and more approval from his parents. The description of teaching techniques used to help a child with Kelly's type of learning disability is valuable.

Recommended

SWARTHOUT, GLENDON & KATHRYN

146 *Whales to See the*

Garden City, N.Y.: Doubleday, 1975
121 p. 25 cm.
Illustrated by Paul Bacon

FICTION/Grades 4-7

A class of ten learning disabled children and their eccentric teacher take a day's excursion on a small charter boat to see the gray whales migrating off the coast of California. They are joined by a class of twenty "normal" sixth grade children, who are unfriendly. In the course of the trip, which involves bad weather, sea sickness, uncertainty about continuing, and a fall overboard for one boy (impaired) who is saved by another boy (normal), the children get to know one another. The "normal" children lose their prejudices through better understanding, and everybody gets to see the whales. The behavior of everyone, especially the adults, is so implausible, and the circumstances of the trip so unreal, that any positive information that the book has to offer about neurological impairment is negated.

Not recommended

Speech Problems

CUNNINGHAM, JULIA 147 *Burnish Me Bright*
CUNNINGHAM, JULIA 148 *Far in the Day*
GREENE, CONSTANCE C. 149 *The Unmaking of Rabbit*
HENRY, MARQUERITE 150 *King of the Wind*
LEE, MILDRED 151 *The Skating Rink*

See Also: PLATT, KIN 162 *The Boy Who Could Make Himself Disappear*
WOJCIECHOWSKA, MAIA 18 *A Single Light*

CUNNINGHAM, JULIA

147 *Burnish Me Bright*

New York: Pantheon, 1970
78 p. 24 p.
Illustrated by Don Freeman

FICTION/Grades 5-8

In this tale set in a French peasant village sometime in the indeterminate past, Auguste, a mute boy without family or friends, forms a relationship with M. Hilaire, who was once a famous mime. This relationship, which is a teacher/disciple one with mystical overtones, helps to mitigate the harshness of Auguste's life with an unsympathetic foster family. After M. Hilaire's death, the peasants of the village grow increasingly antagonistic toward this small outcast. Auguste becomes the object of peasant superstition and fear. After a terrifying mob scene from which he barely escapes from the burning ruins of M. Hilaire's house, he takes leave of the one person who has any feelings for him, the young girl Avril, and departs into an unknown future. Auguste is a shadowy figure who is both simple and appealing; his character has some of the gentleness and pathos of the mime figure in the classic film, *Les Infants du Paradis*. The book may be interesting as an example of the brutality of ignorant, superstitious people toward a handicapped person; but it cannot be recommended as a postive portrayal, and the violence in many of the incidents is disturbing.

Not recommended

CUNNINGHAM, JULIA

148 *Far in the Day*

New York: Pantheon, 1972
98 p. 24 cm.
Illustrated by Don Freeman

FICTION/5-8

This sequel to *Burnish Me Bright* continues the story of Auguste, the mute boy who has learned the art of mime. In this novel, Auguste joins a small provincial circus and becomes involved in the lives of the traveling players. Again, Auguste must deal with brutalizing ignorance and superstition, and the element of violence is present to a disturbing degree.

Not recommended

GREEN, CONSTANCE C.

149 *The Unmaking of Rabbit*

New York: Viking, 1972
125 p. 22 cm.

FICTION/Grades 4-7

Paul is an unhappy, lonely boy of almost-twelve. He lives with his grandmother, who is a well-defined assertive character with an acerbic manner which sometimes disguises her deep affection for her grandson. Paul is troubled by his mother's lack of concern for him; he daydreams about her remarrying and taking him to live with her. He has no friends, and a painful stammer at school. The gang of boys whose acceptance he would like call him "Rabbit." In the course of the book's action, Paul learns a number of important things about himself and the people in his life: the group of boys he has admired from a distance are not the desirable companions he had thought, he is happier and better off with his grandmother, and he does have a capacity for friendship. At the end of the story he has developed enough confidence to successfully remove the derogatory nickname "Rabbit" and to insist that he be called Paul, and he has made a real friend. Paul's speech problem is not presented in any detail, but this is a good representation of a lonely boy's progress toward emotional maturity and greater self-confidence.

HENRY, MARGUERITE

150 *King of the Wind*

Chicago: Rand McNally, 1948
172 p. 24 cm.
Illustrated by Wesley Dennis

HISTORICAL FICTION/4-7

This vigorous, flowing narrative recounts the story of the great stallion known as the Godolphin Arabian, whose introduction into England by the Earl of Godolphin was a significant influence on the improvement of English bloodstock. This purposive version of the story contains several themes from which lessons may be drawn: the horse himself is a noble animal despite the fact that he lacks a pedigree, and his stableboy Agba is a mute who is deeply loyal to the stallion through the difficult days before the horse proves his true value. This well-executed historical novel is a dramatic reconstruction of a compelling tale; it should have a special appeal for those young persons interested in horses. Agba is an appealing figure whose muteness is used to emphasize his close connection with the animal for which he cares so much. Wesley Dennis's excellent illustrations are a positive addition to the story.

LEE, MILDRED

151 *The Skating Rink*

New York: Seabury, 1969
126 p. 22 cm.

FICTION/Young Adult

Tucker Faraday is a lonely, insecure fifteen-year-old with a bad stammer. He feels himself to be a misfit, both at school and at home with his overcritical father, step-mother, and siblings. His harsh life in rural Georgia is changed when Pete Degley chooses a site near Tuck's home to build a roller skating rink, and singles out Tuck to train as a skater to partner his wife Lily. Tuck's speech improves with the self-confidence he gains with his new physical skill. This improved self-image also affects his relationship with his family, especially his father, and his success at the skating rink signals an improvement in other areas of Tuck's life. Tuck's speech problem seems to be used as an outward sign of his adolescent problems and uncertainties, rather than as a disability which should be treated or managed. Tuck himself is a likeable character, and his problems enlist the reader's sympathy; the atmosphere of rural Georgia is realistically drawn.

Recommended

Emotional Dysfunction

ANDERSON, MARY 152 *Step on a Crack*
BROWN, ROY 153 *Find Debbie!*
CARLSON, DALE 154 *Triple Boy*
CARLSON, DALE 155 *Where's Your Head?*
CUNNINGHAM, JULIA 156 *Come to the Edge*
GOLD, PHYLLIS 157 *Please Don't Say Hello*
HAMILTON-PATERSON, JAMES 158 *The House in the Waves*
MCKILLIP, PATRICIA A. 159 *The Night Gift*
NEUFELD, JOHN 160 *Lisa, Bright and Dark*
PARKER, RICHARD 161 *He is Your Brother*
PLATT, KIN 162 *The Boy Who Could Make Himself Disappear*
RINALDO, C. L. 163 *Dark Dreams*
RUBIN, THEODORE ISAAC 164 *Lisa and David / Jordi*
SPENCE, ELEANOR 165 *The Devil Hole*
STORR, CATHERINE 166 *Thursday*
TATE, JOAN 167 *Tina and David*
TAYLOR, THEODORE 168 *Teetoncey*

See Also: PLATT, KIN 131 *Hey, Dummy*
SOUTHALL, IVAN 97 *Head in the Clouds*

ANDERSON, MARY

152 *Step on a Crack*

New York: Atheneum, 1978
180 p. 22 cm.

FICTION/Young Adult

Sarah has been troubled since early childhood by a frightening recurring dream in which she kills her mother. After having the dream she feels a compulsion to steal some small object. Her life is otherwise happy, except for the dream and its ensuing kleptomaniac episode; these are becoming increasingly disturbing, and when she begins to sleepwalk as well, she is frightened into sharing her secret with a classmate. This escalation in problems occurs when her aunt, who has always lived abroad, visits for the first time. Sarah's classmate Josie, who is the intellectually precocious daughter of a psychiatrist, determines to get to the root of Sarah's problem. The two girls engage in a sort of psychological treasure hunt, led from clue to clue by dream symbolism and childhood recollections. Josie manages to find the key which unlocks the memory of the events which explain Sarah's state and reveal a long hidden family secret. The girls' researches take them from the Columbia libraries to a clairvoyante to the New York Historical Society. The book is well-paced and gives a good picture of its Manhattan setting. The denouement is, in psychological terms, rather facile. The conclusion is redeemed by Josie's being punished by her outraged parent for what he accurately says is dangerous meddling in a highly sensitive area. This is an engaging novel but its information about emotional disturbance should be viewed with caution.

BROWN, ROY

153 *Find Debbie!*

New York: Seabury, 1976
160 p. 22 cm.

FICTION/Young Adult

Debbie Shephard is a severely psychotic, violent fourteen-year-old who is almost completely unmanageable; only her twin brother Ian can make occasional contact with her, at some psychological cost to himself. Their father is an important, rising civil servant in social welfare; because of his strong opinions Debbie has been kept at home rather than institutionalized. When Debbie disappears from her home, Inspector Bates of the local C.I.D. investigates. In the best style of the English mystery novel, the novel progresses toward its denouement with growing dramatic tension. As Bates learns more about Debbie's parents, her two older siblings and her twin, and her truly terrible effect on their lives, the possible explanations for her absence grow in number and sinister complexity. The novel is of doubtful value as information about a severely disturbed young person, but is, despite certain improbabilities, a successful suspense novel. First published in Great Britain under the title *The Siblings*.

CARLSON, DALE

154 *Triple Boy*

New York: Atheneum, 1976
172 p. 22 cm.

FICTION/Young Adult

At sixteen, Paul Austin is a rather unhappy, moody boy who lives alone with his divorced and alcoholic mother. A chance-met psychiatry resident makes an implausibly quick, accurate diagnosis of Paul's rapid mood changes and blanked-out periods of time: he is a case of multiple personality. The details of this rare condition are presented with reasonable accuracy, but the extreme simplification and compression of the explanation, treatment, and reintegration of Paul's personality detract considerably from the story's air of authenticity.

Not recommended

CARLSON, DALE

155 *Where's Your Head?*

New York: Atheneum, 1977
217 p. 24 cm.

NONFICTION/Young Adult

This book is a clear, contemporary-sounding discussion of the field of psychology, written for young people. It gives an overview of developmental stages from early childhood to adulthood, theories of behavior, and cross-cultural and sex role comparisions, with a glance at abnormal psychology and types of therapy. The style is lively and readable, with many concrete examples, and the information is substantial without becoming dry. Young persons are frequently self-absorbed and fascinated by their own reactions; books of this kind might kindle self-interest into a desire to explore this important area of human knowledge. Suggestions for further reading and a glossary/index are included.

Recommended

CUNNINGHAM, JULIA

156 *Come To The Edge*

New York: Pantheon, 1977
79 p. 24 cm.

FICTION/Young Adult

Gravel Winter is fourteen and has spent four years on a farm which serves as an institution for homeless boys. Gravel runs away when he first loses his only friend there, and immediately after learns that his father doesn't plan to take him back as he has always expected. There follows a strange tale which floats on a current of obscure psychological motivations: He is first taken in by a sign painter, whose response is apparently too benign; Gravel leaves him to wander on to a town where he becomes involved with an unpleasant old man who is almost blind and his sinister manservant. He establishes a friendship with a deaf woman, and a woman who is somehow crippled; both upset him by believing him to be better than he believes himself to be. When the old man's eccentricity turns to madness and his unpleasantness to violence, Gravel extricates himself and returns to the sign painter. The final implication is that he has found his place and will make some kind of life for himself. The book contains little information about disabilities, and the behavior and motivations of the physically handicapped older people are often unclear. Gravel himself is interesting as a disturbed, displaced adolescent, but the novel as a whole gives a murky picture of his emotional state. It is readable as a strange, complicated story of odd figures and incidents, but cannot be recommended as a source of information.

GOLD, PHYLLIS

157 *Please Don't Say Hello*

New York: Human Sciences, 1975
45 p. 24 cm.
Photographs by Carl Baker

FICTION/Young Adult

This is an accurate, detailed study of a nine-year-old autistic boy. The book is cast into a thinly fictionalized narrative, presumably with the intent of increasing its readability. The story begins when "Carl" and his family move into a new neighborhood; the reactions of the neighborhood children give an opportunity for questions and answers about autism, and for a visit to a special school for autistic children. As a work of fiction, Carl's story is stilted and unimaginative. The book should be read as a well-constructed case study; its informational content is excellent.

Recommended

HAMILTON-PATERSON, JAMES

158 *The House in the Waves*

New York: Phillips, 1970
157 p. 22 cm.

FICTION/Young Adult

Martin is a severely withdrawn boy who has spent most of his fourteen years in, or running away from, foster homes and institutions. The story is told from his point of view, and strongly conveys his alienation and lapses into fantasy and his obsessional relationship with the sea. Two stories are entwined: his "real life" at a new institution on the coast of Suffolk, and the mysterious events into which he is drawn at the "house in the waves." It is never clear whether these later events, which take place in the sixteenth century, are a delusion or not. Martin is believable as a deprived, disturbed child; and there are excellent portrayals of a gentle, experienced nurse and a superficial, pretentious psychiatrist. If it is impossible to extricate reality from fantasy to the degree one would wish, it is also difficult not to respond to this darkly powerful, evocative tale.

MCKILLIP, PATRICIA A.

159 *The Night Gift*

New York: Atheneum, 1976
156 p. 22 cm.
Illustrated by Kathy McKillip

FICTION/Young Adult

Barbara Takatoa's brother Joe has been hospitalized after a suicide attempt. Barbara and her two friends, Joslyn and Claudia, want to do something to show him that the world is a good place to live in and that people care about him. Joe had said that he wanted to take his own life because "it's so ugly"; the girls decide to make a beautiful room for Joe in an abandoned house. They want to make their gesture of love and caring on their own; but when Neil, who used to know Joe, wants to help, they include him. Joslyn's drop-out brother Brian also becomes interested. The story is told by Joslyn, who brings out another strand in the plot: her own pain when she realizes that Neil and Barbara are developing a romantic relationship which excludes her, and her concern for Brian who has been drifting since dropping out of school. The "night

gift" of the beautiful, secret room for Joe is rejected and he returns to an institution. They find signs that he has understood their intent; this mitigates their disappointment. Joslyn is able to come to terms with Neil's and Barbara's new exclusive relationship, and it is her own brother Brian who is "salvaged." At the novel's end he decides to return to school. This is an adequately written novel about young people's emotional concerns and activities. The figure of the disturbed young man is not developed; he remains an off-stage figure and a motive for the action rather than a character in the novel.

NEUFELD, JOHN

160 *Lisa, Bright and Dark*

New York: Phillips, 1969
125 p. 24 cm.

FICTION/Young Adult

Sixteen-year-old Lisa feels that she is going out of her mind. Her pleas for help are dismissed by her upper-middle-class family and her school is unable to deal with her increasingly erratic behavior; only her three friends, Betsy, M.N., and Elizabeth, take her seriously. They try to give Lisa systematic help, but their amateur therapy is not enough to prevent Lisa's deterioration. After Lisa makes a serious attack on Elizabeth, followed by a frighteningly self-destructive act, her parents finally acknowledge the gravity of her problem. The gradual disintegration of Lisa's personality is dramatized in a series of incidents that are both striking and authentic.

Recommended

PARKER, RICHARD

161 *He Is Your Brother*

Nashville: Nelson, 1974
98 p. 21 cm.

FICTION/Grades 5-8

Lawrence, called Orry, his own version of his name, is the youngest of the three Lewis children; he is six years old and labeled autistic. In the course of the novel he begins to respond to his older brother, Mike, who tries to share his own interest in railroads with Orry. The Lewis family exhibits many of the characteristics often found in the families of autistic children; all of the family members are well-drawn and realistically flawed without being unattractive. Everyone makes some progress. Orry's parents and older siblings improve their ways of dealing wit him, and Orry himself makes some gains in behavior. Autism and its effect on the family's life is, if somewhat simplified, presented with accuracy. The story ends on a note that is positive without being unreasonably optimistic. It should be noted that "autism" is used as a label for a wide range of abnormal behavior and levels of functioning, and that the child represented here has never been institutionalized.

PLATT, KIN

162 *The Boy Who Could Make Himself Disappear*

Radnor, Pa: Chilton, 1968
215 p. 22 cm.

FICTION/Young Adult

Roger's remarkably self-absorbed parents have separated and he has just come to live in New York City with his mother who seems to actively dislike him and regard him as a burden. Roger has a speech problem — he can't pronounce his R's — and the book has some useful scenes of speech therapists at work with him. But Roger's principal problem is emotional: his fragile hold on reality weakens and slips away in the course of the story. His breakdown appears to be so serious, and his family situation so dreadful, that the implication of rapid recovery at the end of the book seems overly optimistic. Roger is an enormously sympathetic character and his story is very readable.

RINALDO, C. L.

163 *Dark Dreams*

New York: Harper & Row, 1974
154 p. 21 cm.

FICTION/Young Adult

In this story set during World War II, twelve-year-old Carlo has gone to live with his Italian emigrant grandmother while his father is overseas. Carlo has health problems as an aftermath of rheumatic fever; he would like to make friends but his physical fragility coupled with the unpleasantness of the rough, hostile boys who live in his new neighborhood impede this wish. The only person with whom Carlo can make friends is Joey, a brain-damaged, retarded man who lives nearby with his elderly mother. Joey is a benign, vulnerable person who can be provoked to violence. His neighbors' lack of understanding of his capacities and actions lead to Joey's institutionalization, and Carlo's attempts to help him are unsuccessful. This is a serious novel which draws a strong, sombre picture of the life of a retarded person who is socially misunderstood and displaced.

RUBIN, THEODORE ISAAC

164 *Lisa and David / Jordi*

New York: Ballantine, 1962
144 p. 18 cm.

NONFICTION/Young Adult

These two short pieces give a readable picture of three emotionally disturbed young people. The author has drawn on his experience as a psychiatrist working with the seriously disturbed; his descriptions, based on solid facts, have the imaginative impact of fiction. *Jordi* is a composite case study which conveys the emotional state of childhood schizophrenia with power and urgency. *Lisa and David* describes the realtionship which develops over the course of a year between two institutionalized young people; their story is a touching account of the gradual and painful communication which becomes possible. This study was the basis for a successful film. Both pieces are arrestingly written.

Recommended

SPENCE, ELEANOR

165 *The Devil Hole*

New York: Lothrop, Lee & Shepard, 1977
215 p. 22 cm.

FICTION/Grades 5-8

At the beginning of this well-written novel, set in Australia, the Mariner family is awaiting the birth of a fourth child. The narrative is from the point of view of the middle child, who is ten at the book's outset and temperamentally very different from Kenneth, two years older, and Adrienne, three years younger. The story revolves around the impact of Carl, the new baby, on this diverse but mutually tolerant, happy family. The time span covered by the novel is a little more than four years. Carl is autistic: his early behavior, the growing awareness of a problem which becomes increasingly serious and difficult to manage, and the emotional strain created by this situation are developed with skill and insight. The disruptive effect on family life, and the limitations placed on the siblings as well as the parents of such a child, are faithfully portrayed. The three older children, Douglas in particular, are well-developed individuals whose responses will engage the reader's attention and sympathy.

Recommended

STORR, CATHERINE

166 *Thursday*

New York: Harper & Row, 1972
274 p. 21 cm.

FICTION/Young Adult

Bee, a fifteen-year-old English girl is recovering from mononucleosis, when she is upset by the news that her friend Thursday Townsend has ben missing from school for a week. Thursday is a withdrawn, troubled boy in a difficult family situation; Bee is his only close friend. She searches for him; when by luck she finds him she is even more upset and frightened by his strange, remote behavior. Thursday is sent to a mental hospital, and Bee is determined to help him recover. An old countrywoman, transplanted to Bee's London neighborhood, has told Bee about people who have been "taken" by fairies; the behavior of these unfortunates coincides with Thursday's alienated state. Bee is at first sceptical of this explanation of Thursday's disturbed behavior, but in desperation she tries the old woman's suggestion about how to bring Thursday back. Bee's ordeal, which takes place on Midsummer Night, is successful, and Thursday again becomes the young man she has known and loved. This novel is a strange mixture of realism and fantasy. Bee's family relationships and her emotions and responses are warmly and authentically depicted, and her dawning awareness of the nature of her feelings for Thursday is well-developed. But the folk-lore concerning the customs and behavior of English fairies, and their propensity for stealing human children and adults, strikes an ambiguous note in an otherwise realistic novel. The successful application of the old woman's advice to Thursday's emotional disturbance makes a weak and implausible ending.

Not recommended

TATE, JOAN

167 *Tina and David*

Nashville: Nelson, 1966
95 p. 21 cm.

FICTION/Young Adult

Tina is a very nice, very ordinary English girl of eighteen; she has left school at sixteen and works in a factory. One day she recognizes in the factory's office section a boy with whom she was in school the year she was ten, and has never seen since. David was a strange, shy little boy who wouldn't speak; Tina became the intermediary between him and the rest of the class, communicating with him exclusively by writing notes. When they meet again as young adults, they resume this odd relationship; the trainee accountant and the factory girl leave notes for each

other in a hollow tree by the bus stop where Tina waits. David begins to give her rides home in his car, and she gradually gains more of his confidence. A day at Battersea Fun Fair is a turning point: David at last confides his inability to talk to people other than waiters or bus conductors on even a superficially personal level. But once he has begun to talk with Tina, it seems that he will overcome his fears; the end of the book implies the beginning of a genuine relationship with Tina. The story is told by Tina, and its fundamental strangeness is lent plausibility by the simplicity and direct, ordinary tone of her account.

TAYLOR, THEODORE

168 *Teetoncey*

Garden City, N.Y.: Doubleday, 1974
153 p. 22 cm.
Illustrated by Richard Cuffari

HISTORICAL FICTION/Grades 4-7

This well-written novel is set on the Outer Banks of North Carolina, a notoriously dangerous place for shipwrecks, in 1898. Eleven-year-old Ben is the son of one of the men whose lives are inextricably bound up with this dangerous sea; his father is dead and Ben longs to show that he too can deal with this life. A violent storm wrecks a ship on the banks; Ben participates in the rescue of the only survivor, a girl of about his own age. She has suffered a traumatic loss of speech and memory from striking her head in the surf and from the shock of the experience. Ben's mother keeps her until she feels stronger; they call her Teetoncy, a Banks word for small. Her physical well-being improves but she remains speechless until Ben takes her, during a storm of almost equal intensity, back to the place where she was shipwrecked. The shock restores her speech and her memory of the events preceding her head injury. The information about aphasia and emotional trauma that can be gleaned from this tale is doubtful. It is nonetheless an arresting, powerfully told story, with memorable characters set in a vividly depicted, unusually interesting locale. This is the first of a trilogy.

Collections

GELFAND, RAVINA, & PATTERSON, LETHA 169 *They Wouldn't Quit*

MYERS, CAROLINE C., & BARBE, WALTER B. 170 *The Challenge of a Handicap*

HASKINS, JAMES 171 *Who Are the Handicapped?*

GELFAND, RAVINA
PATTERSON, LETHA

169 *They Wouldn't Quit*

Minneapolis: Lerner, 1962
54 p. 24 cm.
Illustrated by Chet Sullivan

BIOGRAPHY/Grades 3-6

The people whose lives are outlined in this self-consciously inspirational collection are predominantly amputees and victims of disease who have overcome their handicaps. This sampling of individuals from a wide variety of professions, including sports, medicine, and music, does indeed offer admirable examples of perseverance and the triumph of the human spirit over accident and illness; but this message is blunted by bland writing and a didactic tone. The ideas conveyed by these predigested biographies are commendable, but are better presented elsewhere, in more detailed biographies and in imaginative works of fiction.

MYERS, CAROLINE C.
BARBE, WALTER B.

170 *The Challenge of a Handicap*

Columbus: Highlights for Children, 1977

32 p. 28 cm.
Illustrated with drawings and photographs

COLLECTION/Grades 2-5

This compilation, subtitled "understanding differences: accepting limitations," offers a variety of stories, factual articles, and biographical sketches about handicapped individuals. Well-known figures such as Helen Keller and Thomas Gallaudet are represented; there are also articles on sports and the handicapped, guide dogs, and a brief personal narrative by a boy whose older sister is retarded. The short stories deal with such topics as overcoming physical disabilities, and being friends with a handicapped person. All items are adequately written and short, and illustrated with either drawings or photographs. This varied collection will appeal to children who read the type of magazine from which these pieces are drawn, and might make a useful supplement to classroom materials.

HASKINS, JAMES

171 *Who Are the Handicapped?*

Garden City, N.Y.: Doubleday, 1978
109 p. 22 cm.

NONFICTION/Young Adult

This valuable book presents an overview of handicapping conditions and the ways in which society deals with handicapped persons. Part I is a discussion of attitudes toward the disabled and the responses of the nonhandicapped toward people they perceive as different. Haskins points out that normality is a relative term, and suggests reasons for societal reactions and prejudices. In Part II, he answers the question, "Who are the handicapped?" This section is a well-documented, knowledgeable explanation of the principal disabling conditions and their probable causes, symptoms, progress and treatment. Many examples of handicapped persons who have dealt successfully with their disability are included. Part III looks at the future outlook for the disabled. This final section examines the present trends toward greater social visibility and acceptance, elimination of physical barriers, and decreased prejudice toward the disabled through better understanding of the true nature of disabilities and their accompanying limitations. The excellent information in this text makes a significant contribution toward improved understanding of the handicapped.

Recommended

List of Titles Briefly Noted

ANDERSON, PAUL

The Boy and the Blind Storyteller

New York: William R. Scott, 1964
91 p.

A blind storyteller reveals fortunes and tells many tales to a Korean boy who comes to his cave.

ARMER, ALBERTA

Screwball

New York: World, 1963
202 p.

One of a pair of athletic twin brothers is affected by polio.

BARBER, ELSIE M.

The Trembling Years

New York: Macmillan, 1949
237 p.

The physical and emotional progress of a college-age girl who contracts polio.

BAWDEN, NINA

The Witch's Daughter

New York: Lippincott, 1966
181 p.

A fast-paced action story set on an island off the coast of Scotland and involving a boy and his blind sister.

BIEM, LORRAINE

Triumph Clear

New York: Harcourt, Brace, 1946
200 p.

A dated story about a teen-age girl's recuperation from polio at the Warm Springs Foundation in Georgia.

BOSTON, LUCY MARIA

Treasure of Green Knowe

New York: Harcourt, Brace, & World, 1958
185 p.

The children of Green Knowe learn about a blind girl who lived there in the past; one of a popular English series.

CAVANNA, BETTY

Joyride

New York: Morrow, 1974
222 p.

A teen-age girl, crippled by polio, achieves maturity.

CHRISTOPHER, MATT

Long Shot for Paul

Boston: Little, Brown, 1966
151 p.

A retarded boy gains acceptance through his brother's help in improving his athletic skills.

CLEAVER, VERA
CLEAVER, BILL

The Mimosa Tree

Philadelphia: Lippincott, 1970
235 p.

The trials of the Profitt family, which includes a blind father, when they leave their backwoods farm for life in the city.

CLINE, TERRY C.

Damon

New York: G. P. Putnam, 1975
319 p.

A sensational, psychological horror story, inappropriately listed under "Mentally Handicapped — Fiction" in *Subject Guide to Children's Books in Print.*

CUNNINGHAM, JULIA

Dorp Dead

New York: Pantheon, 1965
88 p.

An emotionally disturbed ten-year-old is sent to a brutal foster home.

DOUBTFIRE, DIANE

Escape on Monday

New York: Scholastic Book Services, 1970
143 p.

Listed in *Subject Guide to Children's Books in Print* under "Mentally Handicapped — Fiction."

GRIFFITHS, HELEN

The Mysterious Appearance of Agnes

New York: Holiday House, 1975
159 p.

The story of a mute girl who has been abandoned in a German forest, set in the sixteenth century.

HALL, LYNN

Sticks and Stones

Chicago: Follet, 1972
220 p.

A mildly retarded boy spreads rumours about another boy who has rejected his friendship.

HARNDEN, RUTH

Next Door

Boston: Houghton Mifflin, 1970
166 p.

About a teen-age boy who is distressed by his mother's institutionalization in a mental hospital.

HARRIS, ROSEMARY

The Bright and Morning Star

New York: Macmillan, 1972
254 p.

A novel set in Ancient Egypt about a young boy who loses his hearing as the result of a fever.

HEPPNER, ELIZABETH P.

Inky: the Seeing Eye Dog

New York: Scholastic Book Services, 1967
136 p.

A guide dog story.

HOLMAN, FELICE

Slake's Limbo

New York: Scribner's, 1974
117 p.

Slake, who is visually impaired, runs away and hides out in an unused part of a subway tunnel.

HUNT, IRENE

Up a Road Slowly

Chicao: Follett, 1966
192 p.

Includes a neglected, retarded girl who falls ill and dies.

HUNTER, EDITH

Sue Ellen

Boston: Houghton Mifflin, 1969
170 p.

Sue Ellen is a retarded eight-year-old who improves when she is given better instruction.

JEWETT, ELEANORE M.

The Hidden Treasure of Glaston

New York: Viking, 1946
307 p.

An historical novel, set in the twelfth century, about Hugh, the lame son of a knight.

JOHNSON, ANNABEL
JOHNSON, EDGAR

The Black Symbol

New York: Harper & Row, 1959
207 p.

About a blind boy who is trained to be a strongman in traveling medicine show.

JORDAN, HOPE DAHLE

The Fortune Cake

New York: Lothrop, Lee and Shepard, 1972
160 p.

Includes an unrealistically depicted retarded twelve-year-old girl.

KEYES, DANIEL

Flowers for Algernon

New York: Bantam, 1967
216 p.

A retarded man's I.Q. is temporarily raised; basis for the film, *Charly*.

KILLILEA, MARIE

Karen

New York: Dell, 1965
286 p.

A mother tells the story of her cerebral palsied daughter.

KILLILEA, MARIE

With Love From Karen

New York: Dell, 1972
320 p.

Karen's story continued into her teen-age years.

KILLILEA, MARIE

Wren, the Story of Karen

New York: Dell, 1968
118 p.

An edition of Karen's story for younger readers.

LAWRENCE, MILDRED

The Touchmark

New York: Harcourt, Brace, 1975
184 p.

A novel about Boston in Revolutionary times which includes an orthopedically handicapped girl.

LEE, ROBERT C.

It's a Mile from Here to Glory

Boston: Little, Brown, 1972
150 p.

A sports-oriented novel about a boy whose legs are injured in a motorcycle accident.

MICKLISH, RITA

Sugar Bee

New York: Delacorte, 1972
195 p.

Sugar Bee is a Black city child who makes friends with Rosemary, a blind girl who lives on a farm.

OTTLEY, REGINALD

The Bates Family

New York: Harcourt, Brace, 1969
175 p.

A novel set in the Australian outback; seventeen-year-old Albie limps as the result of a childhood fall from a horse.

PEYTON, K. M.

Flambards

Cleveland: Collins-World, 1968
206 p.

In this novel set in England before World War I, a father and son have both injured themselves in riding accidents.

RENICK, MARION

Five Points for Hockey

New York: Scribner's, 1973
132 p.

A sports story which includes a puppy being raised to become a seeing eye dog and a former hockey player who has been blinded in an accident.

RICH, LOUIS DICKINSON

Three of a Kind

New York: Franklin Watts, 1970
151 p.

The "three" of the title are a girl who has been placed with foster parents, their emotionally disturbed grandson, and a stray kitten named Reject.

ROY, CAL

The Painter of Miracles

New York: Farrar, Straus & Giroux, 1974
132 p.

A poor, artistically gifted Mexican boy is blinded.

SAINT-MARCOUX, JANY

The Light

New York: Vanguard, 1958
158 p.

An improbable story about blindness; set in the Basque mountains.

SHERBURNE, ZOA

Stranger in the House

New York: Morrow, 1963
192 p.

A girl and her younger brother deal with the return of their mother from a mental hospital.

SMITH, VIAN

Tall and Proud

New York: Doubleday, 1966
181 p.

A young girl copes with polio.

SOUTHALL, IVAN

Hill's End

New York: St. Martin's, 1963
174 p.

A story about the discovery of aboriginal drawings in a cave by some Australian children; includes a retarded boy.

SPEARE, ELIZABETH GEORGE

The Witch of Blackbird Pond

Boston: Houghton Mifflin, 1958
249 p.

An historical novel set in colonial America; includes a lame girl.

STUART, JESSE

Come to My Tomorrowland

Nashville: Aurora, 1971
195 p.

A story about a young girl crippled by polio who saves an injured albino deer.

SUTCLIFF, ROSEMARY

The Witch's Brat

New York: Walck, 1970
143 p.

An historical novel set in Norman England about a boy with a crooked spine.

VINSON, KATHRYN

Run with the Ring

New York: Harcourt, Brace Jovanovitch, 1965
255 p.

A high school athlete is blinded in a fall.

WARWICK, DOLORES

Learn to Say Goodbye

New York: Farrar, Straus & Giroux, 1971
179 p.

Two sisters have been placed in orphanages by their alcoholic mother; the younger girl is emotionally disturbed.

WHITNEY, PHYLLIS A.

Nobody Likes Trina

Philadelphia: Westminster, 1972
187 p.

An orthopedically impaired girl develops unpleasant behavior as a response to exclusion by her peers.

WHITNEY, PHYLLIS A.

Secret of the Emerald Star

Philadelphia: Westminster, 1964
233 p.

A mystery story involving an emerald pin; includes a blind girl.

WIGGIN, KATE DOUGLAS

Carol Bird's Christmas

New York: Scholastic Book Services, 1974
63 p.

A paperback version of *The Birds' Christmas Carol.*

WILDER, LAURA INGALLS

By the Shores of Silver Lake

New York: Harper & Row, 1953
260 p.

Mary, the oldest Ingalls daughter, has been left blind by scarlet fever.

WINDSOR, PATRICIA

The Summer Before

New York: Harper & Row, 1973
241 p.

An adolescent girl enters a mental hospital after the death of her boyfriend in an automobile accident.

WOLFF, ANGELIKA

Mom! I Need Glasses

New York: Lion, 1970
40 p.

A little girl discovers that she is near-sighted.

WOLFF, RUTH

A Crack in the Sidewalk

New York: John Day, 1965
288 p.

The Templeton family includes a retarded seven-year-old boy; their story is narrated by his older sister.

WOODY, REGINA

Almena's Dogs

New York: Grosset & Dunlap, 1954
240 p.

A story about a young Black girl who loves dogs; involves a special class for handicapped children and a deaf dog.

Titles Available in Paperback Editions

The Acorn People Bantam.
Amy Maura Human Policy.
The Bladerunner Ballantine.
The Blue Rose Lawrence Hill.
The Boy Who Could Make Himself Disappear Dell.
Burnish Me Bright Pantheon.
By the Shores of Silver Lake Harper & Row.
Carol Bird's Christmas Scholastic Book Services.
The Cay Avon.
The Challenge of a Handicap Highlights.
Child of the Silent Night: The Story of Laura Bridgman Dell.
Come to the Edge Pantheon.
A Crack in the Sidewalk Scholastic Book Services.
Damon Fawcett World.
Don't Take Teddy Archway.
The Door in the Wall Doubleday.
Dorp Dead Pantheon.
Down in the Boondocks Greenwillow.
Far in the Day Pantheon.
Flat on My Face Avon.
Flowers for Algernon Bantam.
From Anna Harper & Row.
Gift of Gold Archway.
The Girl Who Wouldn't Talk National Association for the Deaf.
Hackett McGee Human Policy.
The Hayburners Dell.
He is Your Brother Scholastic Book Services.
Helen Keller Scholastic Book Services.
Hey, Dummy Dell.
Hill's End Archway.
I Hear the Day Merriam-Eddy.
Is That You, Miss Blue? Dell.
Johnny Tremain Dell.
Karen Dell.
Katie's Magic Glasses Houghton Mifflin.
King of the Wind Rand McNally.
Let the Balloon Go Puffin.
Light a Single Candle Archway.
Like Me Little, Brown.
The Lionhearted New American Library.
Lisa, Bright and Dark New American Library.
Listen for the Fig Tree Avon.
Louis Braille: The Boy Who Invented Books for the Blind Scholastic Book Services.
Me Too New American Library.
Meaning Well Dell.
Melissa & the Little Red Book Macalester Park.
The Mimosa Tree New American Library.
Mine for Keeps Archway.
The Miracle Worker Bantam.
More Time to Grow Beacon.
Nobody Likes Trina Berkley.
The Secret Garden Dell.
The Silent Storm Archway.
Sing Down the Moon Dell.
Slake's Limbo Dell.
Spectacles Atheneum.
Stevie's Other Eyes Friendship.
Sticks and Stones Dell.
The Story of My Life Airmont, Andor, Dell, Macmillan, Pendulum, Scholastic Book Services.
The Stronghold Avon.
The Summer Before Dell.
The Summer of the Swans Avon.
Teetoncey Avon.
Tim and His Hearing Aid Alexander Graham Bell Association for the Deaf.
Tina and David Scholastic Book Services.
Tom Sullivan's Adventures in Darkness New American Library.
Twink New American Library.
Twyla Berkley.
The Unmaking of Rabbit Dell.
Up a Road Slowly Grossett & Dunlap.
Volunteer Spring Archway.
What Do You Do When Your Wheelchair Gets a Flat Tire? Human Policy.
The Witch of Blackbird Pond Dell.
With Love From Karen Dell.
Wren Dell.

Publisher's Addresses

Abingdon Press
201 Eighth Ave., S.
Nashville, TN 37202

Addison-Wesley Publishing Co., Inc.
Jacole Way
Reading, MA 01867

Airmont Publishing Co., Inc.
Dist. by Associated Booksellers
147 McKinley Ave.
Bridgeport, CT 06606

Alexander Graham Bell Assoc. for the Deaf
The Volta Bureau
1537-35th Street, N.W.
Washington, DC 20007

Andor Publishing Co., Inc.
55 Degroff Place
Park Ridge, NJ 07656

Archway Paperbacks
630 Fifth Ave.
New York, NY 10020

Atheneum Pubs.
122 E. 42nd St.
New York, NY 10017

Aurora Publishing Inc.
118 16th Ave., South
Nashville, TN 37203

Avon Books
959 Eighth Ave.
New York, NY 10019

Ballantine Books, Inc.
East 50th Street
New York, NY 10022

Bantam Books, Inc.
666 Fifth Ave.
New York, NY 10019

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25 Beacon St.
Boston, MA 02108

Berkley Publishing Co.
200 Madison Ave.
New York, NY 10016

Black, Adam & Charles, Ltd.
35 Bedford Row
London WC1
England

Bradbury Press
2 Overhill Rd.
Scarsdale, NY 10583

Carolrhoda Books, Inc.
241 First Ave., N.
Minneapolis, MN 55401

Children's Press, Inc.
1224 W. Van Buren St.
Chicago, IL 60607

Child's World
1556 Weatherstone Lane
Elgin, IL 60120

Chilton Book Co.
201 King of Prussia Rd.
Radnor, PA 19089

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2080 W. 117th St.
Cleveland, OH 44111

Crowell, Thomas Y., Co.
666 Fifth Ave.
New York, NY 10019

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560 W. Lake St.
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Windmill Books, Inc.
257 Park Ave., S.
New York, NY 10010

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